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

MINUTES OF APRIL 17, 1996

Attendance

Present: President D. W. Strangway (Chair), Vice-President D. R. Birch, Mr. S. Arnold, Dr. D. R. Atkins, Dr. A. P. Autor, Mr. J. A. Banfield, Dr. J. Barman, Dr. J. D. Berger, Mr. P. T. Brady, Mr. A. Briggs, Dr. D. M. Brunette, Dr. D. G. A. Carter, Ms. L. Chui, Dr. T. S. Cook, Dr. J. H. V. Gilbert, Ms. J. K. Gill, Dean M. A. Goldberg, Mr. C. Gorman, Dean J. R. Grace, Dr. S. E. Grace, Mr. H. D. Gray, Rev. J. Hanrahan, Dr. M. Isaacson, Dr. J. G. T. Kelsey, Mr. M. Kirchner, Professor V. J. Kirkness, Mr. A. Legge, Professor P. T. K. Lin, Mr. S. Lohachitranont, Dr. D. M. Lyster, Dr. D. J. MacDougall, Dr. M. MacEntee, Dean B. C. McBride, Mr. B. G. McDonald, Dean J. H. McNeill, Mr. W. B. McNulty, Dean A. Meisen, Mr. J. Murray, Ms. C. Ng, Mr. J. Nobbs-Thiessen, Mr. V. Pacradouni, Dr. W. J. Phillips, Mrs. M. Price, Professor M. Quayle, Dr. D. J. Randall, Professor R. S. Reid, Professor J. A. Rice, Dr. H. B. Richer, Dr. R. A. Shearer, Dean N. Sheehan, Mr. D. Shu, Dr. A. J. Sinclair, Dean C. L. Smith, Ms. C. A. Soong, Dr. J. R. Thompson, Dr. W. Uegama, Dr. R. M. Will, Dr. W. C. Wright Jr., Dean E. H. K. Yen.

Regrets: Chancellor R. H. Lee, Dr. S. Avramidis, Dean C. S. Binkley, Dr. A. E. Boardman, Mr. J. Boritz, Dr. D. H. Cohen, Dr. M. G. R. Coope, Dr. J. Gosline, Dean M. J. Hollenberg, Dr. S. B. Knight, Dr. M. Levine, Dr. S. C. Lindstrom, Mr. R. W. Lowe, Dean M. P. Marchak, Dr. M. D. Morrison, Dr. R. J. Patrick, Mr. R. L. de Pfyffer, Dean J. F. Richards, Dr. C. E. Slonecker, Ms. L. M. Sparrow, Dr. L. J. Stan, Dr. S. Thorne, Dr. J. Vanderstoep, Mr. D. R. Verma, Dr. E. W. Whittaker, Dr. D. Ll. Williams.

Senate Membership

INTRODUCTION OF STUDENT SENATORS

The Chair welcomed to Senate the following student representatives who have been elected to serve on Senate for one year from April 1, 1996 to March 31, 1997:

Arts

Mr. Jesse Nobbs-Thiessen -- Second Year Arts

Dentistry

Mr. Sompatana Lohachitranont -- First Year Dentistry

Graduate Studies

Mr. Vighen Pacradouni -- Ph.D. Candidate in Physics

Law

Mr. Matthew Kirchner -- Second Year Law

Medicine

Ms. Lica Chui -- First Year Medicine

Pharmaceutical Sciences

Ms. Carol Sok-Ching Ng -- Third Year Pharmaceutical Sciences

Members-at-large

Mr. James Boritz -- Ph.D. candidate in Computer Science
Mr. Anthony Briggs -- MBA Candidate
Mr. Christopher Gorman -- First Year Arts
Mr. Jason Murray -- Third Year Arts
Mr. David Shu -- Third Year Science

There were no nominations for the Faculties of Agricultural Sciences, Applied Science, Commerce and Business Administration, Education, Forestry and Science.

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

Vacancies for student representatives of the following faculties were declared: Agricultural Sciences, Applied Science, Commerce and Business Administration, Education, Forestry and Science.

REPLACEMENTS

Four of the six vacancies have been filled, as listed below:

Agricultural Sciences

Ms. Jasvir K. Gill -- Second Year Agricultural Sciences

Applied Science

Mr. Sam Arnold -- Fourth Year Applied Science

Commerce and Business Administration

Mr. Adam Legge -- Third Year Commerce and Business Administration

Science

Mr. Blair G. McDonald -- Third Year Science

Minutes of the previous meeting

Dean McBride
Dr. Berger } *That the minutes of the seventh regular meeting of Senate for the Session 1995-96, having been circulated, be taken as read and adopted.*

Carried.

Business arising from minutes

ENROLMENT PLANNING FOR 1996/97

The following letter from Dr. Birch, Vice President Academic and Provost, had been circulated to members of Senate, prior to the meeting:

> On March 19, Premier Glen Clark announced that operating grants to the universities would not be decreased 1996/97 in spite of the reduction in federal transfer payments to the provinces. In making that announcement the Premier stated that universities and colleges would be expected to demonstrate a 4% "productivity increase", ie an increase of 4% in enrolment without any increase in the operating grant. During the following week ministry officials informed us that, although we would not be expected to make up the 1995/96 shortfall of approximately 1,000 undergraduate FTEs (the difference between funded and actual undergraduate enrolment), we would be expected to meet a 4% growth target of an additional 921 undergraduate FTEs.
>
> On the basis of the information outlined above, the Deans and the Academic Vice President had a preliminary discussion about the actions required to achieve the enrolment increase expected of this university. These are outlined in an April 4 memorandum to Deans.
>
> In order to meet the specified growth target, we must admit more students than we anticipated admitting at the time when Senate and the Board of Governors approved admissions quotas for 1996/97. Under the *University Act*, the Board of Governors has the power with the approval of Senate to establish enrolment quotas. Circumstances will require amendments of those quotas on very short notice so that the revised quotas can be taken into account by the Registrar's Office in implementing admissions procedures on behalf of the Faculties. Nonetheless, it is very important that Senate be apprised of the academic consequences of the changes proposed.
>
> I have consulted with the Chair of the Senate Admissions Committee and I note that under section 36 (b) of the *University Act* Senate (by a two"thirds vote) may delegate powers to a committee. I, therefore, recommend that Senate approve the following motion:
>
>> That Senate delegate to the Senate Admissions Committee the power to approve and recommend to the Board of Governors revised admission quotas for the undergraduate programs of the various faculties and schools for 1996/97 and that the Senate Admissions Committee report back to the May meeting of Senate on the decisions taken and the academic consequences of those decisions.

Vice President Birch stated that, as indicated in the memorandum, in making an announcement this year that the operating grants to universities would not be cut, the Premier included a statement about what was euphemistically called a "productivity increase". Vice President Birch explained that, in return for receiving no grant reduction and no grant increase, the University is expected to increase undergraduate enrolment by 4%. He stated that UBC was in an unusual position in that it had not met its target for the current year and was approximately 1035 full time equivalent undergraduate students below the level for which it was funded. He noted that those universities which had met their targets were pressuring the ministry to reallocate approximately $7 million of the grant. The ministry, however, decided not to reallocate the money and not to require UBC to make up the shortfall in the coming year, but, as already noted, UBC would be required to meet a 4% growth target. In light of UBCs distinctive role in higher education in the province, ministry officials will engage with UBC in discussing future enrolment plans to determine the disposition of the funding for the 1000 FTE shortfall in the current year.

Vice President Birch stated that several factors make it impossible to predict enrolment trends. For instance, the fluid situation in the province and the number of institutions now granting degrees have affected transfer patterns. The fact that UBC has been significantly under-funded or over-enrolled at the graduate level has also affected efforts to meet the undergraduate enrolment target.

Vice President Birch stated the ministry had asked about the effects of the "productivity increase". His response was that if anybody thinks that with the same resources

you can deal with 4% more students without diminution of quality they are mistaken. He said that while the University will do its utmost to maintain quality, and will look at whether there is any possible under-utilised capacity, it must be recognised that if the same level of resources is to be applied to more students there is bound to be some diminution of quality. At the same time, however, UBC was grateful to be in a jurisdiction which, unlike virtually every other one in Canada, and many throughout North America, is maintaining the level of the operating grants.

Vice President Birch said that Senate had both the right and the responsibility to oversee the enrolment planning process, but that it was very difficult for Senate to exercise that responsibility given the time line. It was for that reason that he had proposed the motion that Senate delegate its power in this matter to the Senate Admissions Committee. He realised that it was impossible to predict exactly how the enrolment plans that are to be made will be met, but he believed it was important that Senate, which is charged with academic responsibility, delegate its powers to the Senate Admissions Committee on this occasion.

Dr. Birch
Dr. Berger } *That Senate delegate to the Senate Admissions Committee the power to approve and recommend to the Board of Governors revised admission quotas for the undergraduate programs of the various faculties and schools for 1996/97 and that the Senate Admissions Committee report back to the May meeting of Senate on the decisions taken and the academic consequences of those decisions.*

Dean McBride asked if the 4% increase for this year established a new base from which UBC would operate and, if so, was it the expectation that by the fourth year there would be a 16% increase in enrolment.

Vice President Birch responded that it was his belief that there was no suggestion at all that there would be a 16% increase in enrolment. It was hoped to increase enrolment in the upper years through transfer, and to distribute it across the years, rather than have a huge increase in first year followed by a similar number the next year. He stated that perception of ministry staff was that UBC had now reached the appropriate number of funded places across the province, and that although some students may not get into the institution or program of first choice, there are, nonetheless, programs and places that are very close to meeting whatever the overall demand may be.

Mr. Gray stated that the Senate was being asked to accommodate something that might just be there for a political agenda, and that it was being asked to do something significant in terms of abdicating its power to accommodate the ministry's request.

Dr. Will stated that the University had been given a mandate by the ministry and that the least the University could do was to concern itself with the academic implications of a 4% increase in enrolment for 1996/97. However, if the quotas are to be increased, revised admissions quotas would have to be determined prior to the May meeting of Senate in order for the Registrar's admissions officers to properly respond in terms of how many places are available to applicants.

Dr. Will said that the Senate Admissions Committee would be examining the academic implications of the proposed increase and attempting to find out where more students could be absorbed at the least academic cost if the faculties and schools cannot

take their full 4% indicated in the material circulated by Vice President Birch. Dr. Will noted that the question of full cost tuition for international students was not totally unrelated to the present edict in that it also has a lot to do with UBCs capacity to take more students.

In response to a query by Dean Meisen, Vice President Birch stated that. as already explained, UBC would be entering into discussions with the ministry in the fall to determine the disposition of the funding for the 1000 FTE shortfall. He said that the deputy minister had indicated a willingness to recognise the distinctive role of UBC in graduate studies and it was the University's hope, therefore, that an agreement could be reached to the effect that the 1000 FTE undergraduate funding, ie about $7 million, gets translated into approximately 300 FTEs at the graduate level, thereby reducing the number of unfunded graduate FTEs.

The motion was put and carried.

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.11383-5)
ii. Enrolment quotas for 1996/97 (p.11335 & p.11382)
iii. Establishment of The CA Professorship in Accounting (p.11398-9)
iv. Establishment of the Centre for Advanced Wood Processing (p.11399)

Senate Nominating Committee Membership

In accordance with established procedures, student vacancies on the Nominating Committee were declared.

A call for nominations to fill these vacancies will be sent to all members of Senate, and nominations will remain open until the May 15, 1996 Senate meeting. If more than two nominations are received an election will be held.

Reports of Committees of Senate

CURRICULUM COMMITTEE (SEE APPENDIX A)

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

Faculty of Arts

The committee recommended approval of curriculum proposals from the Faculty of Arts, subject to the following:

Add 'd' after the credit values for the Korean courses

Honours Linguistics. Under "Admission to Third Year" change to read:

at least 75% average in the first and second years
at least 80% in Linguistics 200 and 201

Major in First Nations Languages and Linguistics - under "Recommended Courses", change GEOG 290 to GEOG 426.

Faculty of Law

The committee recommended approval of a revised Calendar statement on examinations, submitted by the Faculty of Law.

Faculty of Science

With the exception of Biology 329, which had been withdrawn, the committee recommended approval of curriculum proposals from the Faculty of Science, subject to the following:

Delete last sentence of proposed Calendar statement on Double Major Program

Double Major - delete "It may lead to graduate study...obtained."

Marine Science 400 - delete the note

Marine Science 415 - delete "...will be illustrated...animal phyla."

MATH 335 - delete "Intensive course with required tutorial." Add hours [3-0-1]

MATH 345 - change last sentence to read: "Computer laboratory required." (N.B. prerequisite has been changed)

Dr. Berger
Dean Goldberg } *That the proposals of the Faculties of Arts, Law and Science, be approved.*

Dr. Will drew attention to the proposed Calendar statement on admission to Third Year of the Honours Linguistics program, stating that it was not clear whether the required averages of 75% in first and second years, and 80% in Linguistics 200 and 201 were cumulative averages, or whether a 75% average is required in both second and third year, and 80% required for both Linguistics 200 and 201. It was agreed that the proposed change be approved, subject to clarification.

The motion was put and carried.

Averages on Transcripts

The committee recommended that transcripts include the average for a course and the number of students in a section or course. Dr. Berger explained that the proposal had been brought to the committee because of problems experienced in the interpretation of transcripts. The faculties were polled, suggesting that they respond to three alternatives:

i. to include the average for the course and the number of students, or
ii. the rank within the class, or
iii. no change.

All the responses from ten faculties preferred the first alternative.

Dr. Berger
Dr. Randall } *That transcripts include the average for each course a student completes and the number of students in the course or section.*

Carried.

COMMITTEE ON STUDENT AWARDS (SEE APPENDIX B)

Dr. Cook, chair of the committee, presented for Senate's approval the Alexander J. Cohen Memorial Award in Law.

Dr. Cook
Dean Smith } *That the award (listed in Appendix B) be accepted and forwarded to the Board of Governors for approval and that a letter of thanks be sent to the donor.*

Dean Smith noted that the award was created in honour of the father of David Cohen. David Cohen was a very able scholar in the Faculty of Law and was dedicated to promoting excellence in the University. Professor Cohen, who later became Dean at the University of Victoria, endowed this scholarship as a gesture of thanks to the Faculty of Law and the University.

The motion was put and carried.

Faculty of Graduate Studies

REPORT OF THE GRADUATE STUDIES *AD HOC* COMMITTEE TO STUDY POSSIBLE INVOLVEMENT OF THEOLOGICAL COLLEGES IN GRADUATE EDUCATION (SEE APPENDIX 'C')

In presenting the report, Dean Grace stated that there are a number of theological colleges on campus which have a very remote relationship with UBC, even though they

are physically so close. He noted that the theological colleges have certain resources which would be very useful to some UBC graduate students. He said that graduate programs at UBC tend to be rather small, rather specialized, and often require specialized resources. He felt that that was a need for some possible reciprocality because students in these colleges would benefit from the very rich array of courses and materials available at UBC. This was the context which led to the establishment of an *Ad Hoc* committee of Graduate Council a year ago. The committee consulted widely on and off campus, and with other universities and theological colleges. Their mandate was to make recommendations on whether any change should be undertaken which would lead to a greater sharing of resources in graduate education. The committee made the following recommendations:

1. That a committee of the Graduate Council (proposed by the Nominating Committee in the normal way) be struck to review courses and faculty at the Theological Colleges and to compile lists of a) those courses in the colleges that the colleges wish to open to UBC students and that meet the academic standard for graduate credit at UBC, and b) those faculty in the colleges who have the academic credentials to offer such courses and to serve on the committees of UBC graduate students.
2. That the list of courses then be submitted to the Graduate Curriculum and New Programmes Committee for its consideration. This committee will then report to the Graduate Council in the usual way.
3. That, subject to departmental approval, a graduate student at UBC may elect to take a maximum of 6 credits of courses from this list.
4. That the list of faculty be submitted to the Dean of Graduate Studies, and be understood to comprise those faculty at the theology colleges who, with departmental approval, may serve on the committees of UBC graduate students.
5. That the committee established in # 1 above briefly consider recommended changes each year, and make recommendations about courses to the Graduate Curriculum Committee and about faculty to the Dean of Graduate Studies.

6. That the following statement be added to the UBC Calendar on p.223:

   Graduate courses at the affiliated theological colleges (see p.79)

   A limited number of graduate courses at the theological colleges may be taken for graduate credit at UBC. For a list of such courses and their instructors consult the Faculty of Graduate Studies.

7. That graduate students at the Theological Colleges be permitted, with the consent of the instructors and the Departments involved, to take graduate courses at UBC.

8. That, subject to the approval of the Board of Governors, UBC not charge fees for UBC graduate courses taken by graduate students at the Theological Colleges on the condition that the Colleges not charge UBC students for graduate courses taken in the Colleges.

9. That in the fifth year of these arrangements the Graduate Dean strike a committee of UBC faculty to review all these procedures and make recommendations to the Graduate Council. Among other matters, this committee should pay attention to fees, considering changes in the arrangement suggested above if the student flows between the Colleges and the University are not approximately equivalent, and should recommend whether the committee established under #'s 1 and 5 above should become a Standing Committee of Graduate Council.

Dean Grace stated that the control and the autonomy of the university would be protected but that the proposal would reduce some of the rather strong barriers to cooperation which currently exist.

Dr. Grace
Dr. Gilbert } *That the recommendations as outlined above be approved.*

In response to a query by Dr. Isaacson regarding recommendation 2, Dean Grace stated that the list of courses would go through Graduate Council and on to Senate. However, it would be up to the Senate Curriculum Committee to decide how it wishes to handle such courses.

With regard to a query about recommendation 8, concerning fees, Dean Grace explained that students at one institution can take courses at another institution and only pays fees at the home institution, providing there is more or less an equal flow of students back and forth. He stated that this arrangement solves a lot of bureaucracy and encourages students to take courses from an institution other than their own.

The motion was put and carried.

On behalf of the Vancouver School of Theology, and the other theological colleges on campus, Dr. Phillips expressed thanks and appreciation for the work done by the committee and for the vote of confidence given by members of Senate.

PROPOSED CHANGE IN CALENDAR STATEMENT ON COMPREHENSIVE EXAMINATIONS FOR MASTER'S PROGRAMS WITHOUT THESIS

Dean Grace explained that the current regulation requires that all Master's programs without thesis have a comprehensive examination. It has been found that there is considerable variation among departments as to how the policy is interpreted, and at many universities there is no such requirement. The proposed change would remove the requirement that Master's programs must have a comprehensive examination, but they will still be allowed to do so if they wish.

Dean Grace
Dr. Isaacson

That the following change in Calendar statement be approved:

1. *There is no general requirement for a comprehensive examination in the Master's program. The department, at its discretion, may prescribe a comprehensive examination in the student's field of study as a degree requirement.*

2. *Where a comprehensive examination is required, departments must make available to students a written statement of examination procedures such as the purpose, form, length, subject area(s) and scope of the examination and the criteria for evaluation.*

Carried.

POLICY ON SHARED INTERUNIVERSITY GRADUATE PROGRAMS

The following policy on shard interuniversity graduate programs was endorsed by the Deans of Graduate Studies of Western Canadian Universities:

Standards of quality:

Shared graduate programs must satisfy the minimum standards for degrees at that level (master's or doctoral), agreed upon in advance by all participating universities. These academic standards pertain to admission requirements, number of credits, program requirements, passing grades, access to resources, quality of faculty, time limits, thesis or project requirements etc.

Program requirements:

When a proposal is made for a specific shared graduate program, participating universities will establish, through initial consultation with the respective Deans of Graduate Studies, the requirements for the proposed program and a list of available resources (courses, faculty members, equipment, library facilities etc.).

Each university will determine its own internal procedures and criteria for approval of specific shard graduate programs. Willingness to participate will be shown by the signatures of relevant department chairs, deans and the graduate dean.

Program management:

One institution must assume responsibility for the coordination of the administration of the shared program. The management structure of the program, for example a coordinating committee, shall be agreed upon in advance by the participating universities. The coordinating university will distribute reports to all participants at an agreed-upon internal. Formal reviews of a shared program must be held every five or six years, following a procedure agreed to by the participants.

Distance education:

Courses included in shared programs which are offered using distance technology must conform to the standards of the WCDGS/CAGS Distance Education Policy. If a program intends to use new modes of course delivery, such as interactive video or compacted time frame, then this intent should be clearly articulated at the initial stages of program discussions.

Sharing of revenue:

Shared programs must be designed to provide academic and financial benefits to all participating universities. Arrangements for sharing revenue and costs must be specified at the outset, and agreed to by the participating institutions. Any changes to these arrangements must be formally approved by these institutions.

Students in shared programs will be admitted by one of the participating universities (the home university). Arrangements for payment of program fees, incidental fees, and fees for courses taken at other participating universities will be specified at the outset. The degree will be awarded by the university to which the student has been admitted. If a component of the program will use the Western Deans' Agreement, this must be specified at the outset.

Approval of programs and courses:

Each institution awarding the degree must approve the program by its own internal process, thereby retaining its autonomy. Courses to be offered as part of a shared program would be approved by each institution.

Dean Grace stated that it was the intention that the proposed policy will facilitate and encourage the development of joint initiatives across Western Canada initially, and possibly spread later to other parts of the country. He stated that graduate programs are rather specialized and that in times of financial exigency it seems appropriate to encourage universities to work together. The faculty wanted to have a policy that is broad enough to fit future proposals. With new technologies being developed to allow video-conferencing, a framework was required to facilitate courses that are shared across the country. Dean Grace said that this is a flexible policy but one which touches on the key requirements for any such programs and in a sense will act as a checklist as people develop programs.

Dean Grace
Dr. Thompson } *That the policy on shared interuniversity graduate programs be approved.*

In response to a query by Dr. Kelsey, Dean Grace saw no reason why the same thing could not be done with courses.

The motion was put and carried.

Report on Official Community Plan

Professor Quayle, Chair, Senate Academic Building Needs Committee and Vice Chair, President's Advisory Committee on Space Allocation, presented the following report, for information:

> I am reporting to Senate again as a member of the Official Community Plan Planning Advisory Committee. I last reported to Senate's February meeting. I want to address both process and content this evening.
>
> For the last month or so, the Planning Advisory Committee has been discussing the first draft of the Official Community Plan for U.B.C. An invited focus group session was held on March 23rd and, most recently, a public open house was convened on April 15. I assume that at the next PAC meeting we will receive a second draft. PAC, over the last few months, has spent a great deal of time discussing issues of governance -- for the future residents and for the implementation of the plan. Assistance from the provincial government has been requested to address these issues with the UBC Board and the GVRD for the long term. However, in the short term, PAC has a sub-committee working on proposals that would recognize the necessity to hybridize between a university-controlled and a municipal-controlled development process.
>
> As I have mentioned before, this is an extremely difficult process. Legitimate differences of opinion abound -- based sometimes on differences in interpretation and most frequently around values. There has been considerable concern expressed by the public (UBC and general public) at the open houses and focus group sessions about traffic, building height, preservation of the natural environment, the need to create an academic community -- not another Mary Hill or Dunbar, the importance of affordable housing, the different housing types needed and a general sense of how an educational institution like a university builds a new community.

As this process moves along, I am finding myself in both professional and moral dilemmas. On one hand, I agree with the incredible opportunity presenting itself to create a balanced and healthy community at UBC. The planning principles that are driving the Official Community Plan all focus around ecology, economy and community. On the other hand, I hold some strong views about this particular landscape -- not just any piece of real estate -- as requiring special attention in terms of its development opportunities. I believe that academic issues are at stake here. I would like to make some points that concern me as a member Senate, of the university community and of the planning committee. I acknowledge that these sentiments are based on my particular values.

1. The responsibility of the university as an educational institution and, as such, a leader for the future is critical. This point is summed up in a quote from the Halifax Declaration:

   "Human demands upon the planet are now of a volume and kind that, unless changed substantially, threaten the future well-being of all living species. Universities are entrusted with the major responsibility to help societies shape their present and future development policies and actions into the sustainable and equitable forms necessary for an environmentally secure and civilized world."

   Therefore, I believe that our academic mandate as expressed in the OCP is critical. To me this plan is not just about endowment, it is about how we set an example for other communities.

2. Articulating an academic vision, from which flows a planning vision

   I realize that some people feel that our university community has been asked about their vision, but I am not so sure. I am finding that a lack of clearly stated, or understood and supported, academic vision is causing problems in the generation of a planning vision, and subsequently, a plan. It is very difficult, I believe, to generate a plan for a campus and its new community without clearly stated academic visions that can be specifically translated into planning visions. I therefore have been making pleas for more time. It takes time to do a public process. It takes time to test visions and ideas. We just have not had time. Only now do I feel that we are beginning to know each other enough on PAC to have productive discussions! I am worried that we are going to make some substantial mistakes if we don't adopt a more "not so fast" approach.

3. Seeking balance: ecology, economy and community

   We should be using equally bio-physical, community-building and economic information to evolve the plan. I want to know the carrying capacity of the site for housing and development based on valuing the land as a precious resource for other than its real estate value. The land's value is not just for endowment, but for the creation of community and an acknowledgement of our urban ecosystem. Again, it depends on your definition of resource. Some will make the argument need any more forest left on the south campus site? For me, it has to do with the

ecological infrastructure of the south campus and the effect that development will have. I make the argument that at the regional level we must be concerned about traditional storm run-off from sites like the university into rivers like the Fraser. The plan itself should reflect "creative" infrastructure ideas about managing storm water on-site. These ideas have tended to be dismissed in this process because the most economical system on high priced land such as this is to ship it off site -- There should be a study of the cost-benefit of other systems which are more sensitive to the general Pacific Spirit Park eco-system and to regional concerns about storm-water management -- these systems may take up more land -- but so be it -- we are trying to provide a community here that is responsive to the issues facing the planet -- it seems so short sighted and even embarrassing for UBC to be a ravaging developer in the old model -- even professional "developers" now are behaving differently -- the kind of market that UBC would be attracting would EXPECT a better and different kind of community -- part of which is the infrastructure. But again, these are value issues.

4. Demanding more creativity

   We are a university community. We should be far more creative in our ideas for the community that is going to grow with and around us. There is the need for more creative programming (the idea of a university cemetery to honour our past) and much broader, more experimental, ranges of ideas or scenarios. Here again values enter -- what to me is an important ceremonial and sacred notion in the cemetery, is to others a waste of land. What about a scholar's retreat for campus folks to get away and "think"? This is an opportunity for us to program the campus and its community to support our academic functions in a non-traditional way.

5. Improving clusters of communities

   I am excited by the idea that the development of the campus as a whole will create a much improved academic setting. There could be "clusters of communities" in the academic core with their own corner cafes and places to hang out. These should respond to and enhance the character of the different precincts that exist. This is a great opportunity to increase informal learning on campus. However, I am concerned about the control of the commercialization of the campus. I fear "Disneyfication" and "corporatization" which could easily erode our academic community. What is the line to be drawn between the "innocent" corner cafe and the "evil" chain hotel?

These are dicey issues, but I'm not sure we've discussed them enough. They are not traditional "academic" issues like curriculum and admissions -- but they do affect the academy profoundly. I share these ideas with you mainly to point out the incredible complexity of the process and the different values which enter into the debate. I certainly don't have answers. But I see communicating as perhaps the only way towards a solution. The Planning Advisory Committee is getting extremely frustrated by the process as is the public, but we continue to try to make progress.

I look forward to any comments and I will report to Senate in May as to our progress.

Other business

ELECTIONS

Dr. Kelsey drew Senate's attention to a problem with the recent election for a faculty member at-large to serve on Senate. He stated that the problem arose because of circumstances themselves which were unfortunate in that another election had to be held to elect a single member. He noted that out of seven nominees for that election the winning candidate obtained only 34 votes; the total number of votes cast being 157, which was a lamentable percentage of the 1,876 eligible voters.

Dr. Kelsey felt that part of the problem may have been that the time line for voting was too short and that possibly some people were, in fact, disenfranchised. He stated that the call for voting arrived in his mailbox four days before the end of the time for voting. Some other people, who were out of town at a conference, got back to find that the election was over and they had only been away for four days.

Dr. Kelsey thought that the process had been complicated by the introduction of what ought to be an excellent new tele-voting system. He said that the problem with the tele-voting system is not only its novelty for some people, but that it requires one to identify oneself by an archane series of digits called an employee I.D. number, which exists for most people only on one corner of a pay slip which is received and tucked away in the back of a drawer somewhere, and it was therefore very difficult to vote without going home to find your payslip.

Dr. Kelsey asked if the Registrar would look into this matter with a view to coming up with some guidelines about the number of days which should be allowed for voting, and also with a view to seeing if the employee I.D. number can be replaced as a means of identifying the voter.

The Registrar responded that he would be happy to look into the matter.

Report of the Tributes Committee (in camera)

EMERITUS STATUS

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

Dr. G. R. Brown	Associate Professor Emeritus of Civil Engineering
Mr. H. Burndorfer	Administrative Librarian Emeritus
Dr. S. G. Ciccone	Professor Emerita of Hispanic and Italian Studies
Dr. K. G. Dawson	Professor Emeritus of Medicine
Dr. H. P. Gush	Professor Emeritus of Physics
Dr. N. A. Hall	Professor Emeritus of Commerce and Business Administration
Dr. B. Heldt	Professor Emerita of Russian
Mr. L. Karpinski	General Librarian Emeritus
Dr. R. Krell	Professor Emeritus of Psychiatry
Dr. W. MacDonald	Associate Professor Emeritus of Medicine
Dr. D. J. McClure	Professor Emeritus of Psychiatry
Professor A. Mular	Professor Emeritus of Mining and Mineral Process Engineering
Dr. F. Pieronek	Associate Professor Emerita of Language Education
Dr. G. Reith	Assistant Professor Emeritus of Psychiatry
Dr. R. A. Restrepo	Professor Emeritus of Mathematics
Dr. V. C. Runeckles	Professor Emeritus of Plant Science
Dr. F. B. St. Clair	Assistant Professor Emeritus of French
Dr. C. Staab	Associate Professor Emerita of Language Education
Prof. F. A. Tickner	Professor Emeritus of Music
Dr. S. Venkataraman	General Librarian Emeritus
Prof. W. W. Wood	Associate Professor Emeritus of Architecture
Prof. G. G. Young	Associate Professor Emeritus of Forest Resource Management

Dean McBride
Dean Goldberg } *That the recommendations of the Tributes Committee concerning emeritus status, be approved.*

Carried.

Adjournment

The meeting adjourned at 9:00 p.m.

Next meeting

The next regular meeting of Senate will be held on Wednesday, May 15, 1996.

Appendix A

COURSE AND CURRICULUM PROPOSALS

Faculty of Arts

ANTHROPOLOGY & SOCIOLOGY

Program changes - add Minor in Sociology

Change — Sociology 449 - change credits from (12) to (6)

ASIAN STUDIES

Change — Chinese 410 - change in title, description and prerequisite

New courses — Chinese 412 (6) Twentieth-Century Chinese Literature
Korean 410 (3/6)d Modern Korean Short Fiction
Korean 411 (3/6)d Advanced Readings in Korean Non-Fiction
Korean 415 (3/6)d Korean Conversation and Composition
Korean 440 (3/6)d Supervised Study in the Korean Language

ECONOMICS

New courses — Economics 210 (3) Microeconomic Policy
Economics 211 (3) Macroeconomic Policy

LINGUISTICS

Changes — Linguistics 319 - change credits, description, prerequisite

Change in program requirements for the Major in Linguistics

Change in program requirements for the Honours in Linguistics

New Major in First Nations Languages and Linguistics

New courses — FNLG 100 (6) First Nations Language
FNLG 200 (6) First Nations Language

SCIENCE STUDIES

New Interdisciplinary Major in Science Studies

WOMEN'S STUDIES

New Minor in Women's Studies

Changes — WMST 422, 424 - change in prerequisites

Faculty of Law

CALENDAR STATEMENT ON EXAMINATIONS

Courses will be evaluated by final examination in December or April, unless an additional or alternative method of evaluation is deemed appropriate. In certain circumstances, as set out below, a student is entitled to a re-evaluation in a particular course after the regular evaluations for the year are completed.

The minimum passing grade in an individual course is 50%. In order to pass the year, a student must obtain a passing grade in every compulsory course taken in the year and a weighted average over all courses taken in the year of not less than 55%. The ranking of students in the top 10% of the class will be printed on the transcript.

A student is entitled to a re-evaluation in a course under the following circumstances: (1) If as a result of the regular evaluations has failed one or two, but not more than two, courses (whether compulsory or not) and achieved a weighted average of at least 55% in the courses that were passed, the student is entitled to a re-evaluation in the courses that were failed. (2) If as a result of the regular evaluations a student has passed every course but has achieved a weighted average of less than 55% over all courses taken in the year, the student is entitled to a re-evaluation in the two courses in which the lowest grades were received. If the grade received on the re-evaluation is sufficient, the final grade for a course in which the student is re-evaluated will be raised to 50% or whatever higher grade is necessary to yield a weighted average of 55% over all courses taken in the year. Otherwise, the original grade will stand.

Faculty of Science

CHANGE IN FACULTY OF SCIENCE CALENDAR STATEMENT:

Students who are in the Double Major Program must satisfy all degree requirements of one department, including all course, breadth and faculty requirements. As far as the second department is concerned a student need only satisfy all departmental requirements at the 300 or higher level. Students contemplating the Double Major should endeavour to satisfy course prerequisites for both departments in their first two years.

Double Major - This program involves specialization in two fields. Students in this program will have to complete the degree requirements of two departments.

Students intending to do a double major must select one of the majors upon entry into their second year and the other major before the start of their third year.

A double major program requires a minimum of 120 credits, but in most cases will require more. The exact number of credits required will depend on the particular choices of the majors.

Students intending to major in two areas should consult departmental advisors before the beginning of their third year. All double major programs need the approval of both departments and a senior faculty advisor. Students should be aware that in most cases it will not be possible to complete a double major in four years.

BIOLOGY

Program changes

COMPUTER SCIENCE

Change	CPSC 152 - change in description

GEOLOGY

Deletions	GEOL 358, 436, 439

MARINE SCIENCE

Changes	Marine Science 400 - change credits and description
New courses	Marine Science 415 (3) Structure and Function in Marine Animals Marine Science 425 (3) Ecological Adaptations of Seaweeds Marine Science 437 (3) Population and Community Ecology of Marine Organisms Marine Science 480 (3) Seminars and Papers in Marine Science

MATHEMATICS

Changes	MATH 152, 345 - change title, description, hours MATH 335 - change description
New courses	MATH 256 (3) Differential equations MATH 266 (3) Vector calculus and complex variables

STATISTICS

Deletion	STAT 405
Change	STAT 404 - change title, description, prerequisite

Appendix B

NEW AWARDS RECOMMENDED TO SENATE

Alexander J. COHEN Memorial Award in Law Û An award of $500 has been endowed in memory of Alexander J. Cohen, and is offered to the graduating LL.B. student who best exemplifies U.B.C.'s commitment to advancing knowledge through critical inquiry. Candidates must have demonstrated excellence in fundamental research and scholarship which explores law in its social context. The recipient is selected by the Dean of Law.

Appendix C

REPORT OF THE *AD HOC* COMMITTEE TO STUDY POSSIBLE INVOLVEMENT OF THEOLOGICAL COLLEGES IN GRADUATE EDUCATION

Introduction

Early in 1995 the Dean of Graduate Studies struck an Ad Hoc Committee to study the relationship between the Theological Colleges and the Graduate Faculty at UBC, giving it the following terms of reference:

1. To review the history of relationships between UBC and its affiliated theological colleges as they have affected graduate students and programs.
2. To look at arrangements at other Canadian and U.S. universities whereby affiliated theological colleges participate in graduate education.
3. To explore the advantages and disadvantages of different models of involvement
4. To make recommendations on whether or not any change should be undertaken which would lead to greater sharing of resources in graduate education.

The Dean appointed Dr. M. Chandler (Psychology), Dr. M. Crowhurst (Language Education), Dr. R.C. Harris (Chair, Geography), Dr. G. Johnson (Anthropology and Sociology), Dr. E. Kruk (Social Work), Dr. W. W. Pue (Law), and Dr. W.A. Tully (History) to the committee.

Since its first meeting on February 22nd, 1995, the Ad Hoc Committee:

- added Dr. P. Mosca (Religious Studies) to its number
- met with the principals of St Mark's, Regents College, and the Vancouver School of Theology
- met with the Dean of Arts (Dr. Marchak) and the former Dean of Arts (Dr. Will)
- met with all university faculty who wished to talk with the committee and were available to do so
- received written submissions from some faculty who were unable to meet with the committee
- written to and received replies from the Graduate Deans and Heads of Schools of Theology in other North American universities.

The chair of the Ad Hoc Committee has also met with Dr. A. McClean, Associate VP Academic; with Dr. D. Paterson, Associate Dean, Faculty of Arts; and with Dr. B.J. Fraser, Dean of St. Andrew's College and a professor of church history at VST.

On the basis of these meetings and correspondence, and the discussions that ensued from them, the Ad Hoc Committee submits this unanimous report. Essentially, it is based on the realizations that, by any academic measure, there is talent in the theological colleges relevant to the critical study of religion at the graduate level, and that the relationship between the Theological Colleges and the University is a matter that has long elicited deeply-held and divergent views about the essence of a university. We will not pronounce on these essences, but we do conclude that the Graduate Faculty should proceed cautiously towards closer relations with the academic talent in the Theological Colleges in ways that safeguard the university's position, now and in the future.

The History of the Relationship between the Colleges and the University

Anglican Theological College and Union College (United Church) have been on the Point Grey campus and affiliated with UBC since 1927. St. Mark's College (Roman Catholic) was affiliated with UBC in the early 1950s and, after a considerable debate, Regent College (Evangelical) in 1972. In practice, affiliation has meant relatively little: faculty and students at the colleges have access to the UBC library, the colleges each have a representative on the UBC Senate. There has been only one period of formal pedagogic cooperation. In 1955, with the encouragement of Dr. MacKenzie, President of UBC, students in the Faculty of Arts and Science at UBC were allowed to take up to six units of credit in religious studies courses taught by professors from the theological colleges. Courses were screened by the Faculty of Arts and Science and approval was given for one in church history and another on the Old Testament. This arrangement ended after the creation at UBC, in 1964, of the Department of Religious Studies. Before this department could be created the Province had amended Section 99 of the University Act. In the sentence, "The University shall be strictly non-sectarian in principle, and no religious creed or dogma shall be taught," the word "taught" was replaced with "inculcated."

At present formal relations between the colleges and the Graduate Faculty are awkward, to say the least. A graduate student at UBC can take a course at one of the colleges for UBC credit only with the Graduate Dean's approval. To this end the student's supervisor must write to the dean, making the case both for the relevance and rigour of the proposed course and for the absence of any close equivalent in the university. These procedures virtually close college courses to graduate students at UBC. Faculty at the colleges may not serve on thesis committees at UBC without obtaining a similar approval, a procedure that effectively excludes them. Relations in the other direction are somewhat more open. Students at the theological colleges take graduate courses at the university, paying the fees, and from time to time university faculty serve on thesis committees in the theological colleges. Faculty from the theological colleges have often taught sessionally in the university, usually as leave replacements.

Informally, relations between the colleges and university are much more lively. The Department of Religious Studies and the colleges, for example, have shared colloquia and non-credit seminars for years, cooperated in library acquisitions to maximize coverage and avoid duplication, and shared visiting lecturers. Individual faculty in the Department of Religious Studies have frequently given lectures and seminars to classes in the colleges, and vice versa. Faculty in Asian Studies, English, History, and several other departments have participated in similar arrangements.

Relationships Elsewhere

Although, in detail, there are as many different arrangements as there are universities and theological studies, in general North American universities have adopted one of two models:

1) The Harvard, Yale, Chicago model in which theology is located in a divinity faculty within the university, and

2) The Princeton model in which theology is in a separate theological seminary independent of the university although affiliated with it.

There are many variations on these models. Current arrangements at UBC comprise an extreme form of the latter.

At the Canadian universities we have contacted the situation is approximately this:

The University of Toronto:

Current arrangements are governed by a Memorandum of Agreement between the University of Toronto and the Toronto School of Theology signed in 1978 and recently renewed. Students from the TST may take graduate courses at the U of T at the discretion of the units offering the courses and academic advisors at TST, and graduate students from the U of T have similar access to courses at TST. Some TST faculty are cross-appointed to graduate departments of the U of T. The U of T and the member schools of TST jointly award Th.M. and Th.D. degrees. The U of T nominates one examiner to each Th.D. final oral examination.

John D. Baird (Associate Dean of Humanities, U of T)

> "There is no doubt that the University's Department for the Study of Religion and its graduate wing, the Graduate Centre for the Study of Religion, have been strengthened by the presence of the TST schools and their libraries, especially by the opportunity to cross-appoint selectively from the TST faculty. The Centre has been able to avoid a major imbalance of faculty and offerings towards Christianity; a significant consideration in an age, and a city, of great religious diversity. There would be definite hazards in attempting a shared doctoral program with TST, and I sense no wish at the University to go that route"

Jean-Marc Laporte S.J. (Director TST)

> "Theology schools have as one of their missions the preparation of personnel for positions of ministry within various churches, and it is clear that in hiring professors one can require the type of competencies that are required for this preparation to take place. At the same time theology is an academic discipline to be pursued in a critical fashion, and this has always been part of our self-understanding. Thus the TST member institutions are willing to offer their professors the same guarantees offered by the University of Toronto with regards to the security of their tenured appointments. This matter was thoroughly discussed and the University has satisfied itself that the member institutions in their statutes and by-laws respect academic freedom in a satisfactory way. The issues are delicate ones and required long discussion. As I recall, one of the crucial elements is a distinction between what professors believe or hold, which is a personal matter which cannot be made a requirement for them to maintain their teaching position, and their demonstrated competence in teaching the areas for which they are academically responsible, a matter of public record which can if needed be adjudicated according to normal procedures involving peer judgement. May I add that no contentious issues have arisen since we reached this agreement."

McMaster University:

Courses at McMaster Divinity College (Baptist) are open to all university students and McMaster University confers degrees and monitors the College's academic programme through its Undergraduate Council. The Divinity College is treated as a professional undergraduate school closely associated with the university. William H. Brackney (principal, McMaster Divinity College) points out that "Core courses in classical theological disciplines (biblical studies, theology proper, ethics, church history, and languages) are taught from the same perspectives and texts that the Department of Religious Studies would use. Our expectations and standards are the same as those in the University." There does not, however, appear to be a relationship between McMaster Divinity College and the Graduate Faculty of McMaster University.

McGill University:

In 1948 the Theological Colleges at McGill were incorporated as the Faculty of Religious Studies which, in turn, is part of McGill university (the Harvard model in pure form). The FRS functions as a department of the Faculty of Graduate Studies for the purposes of administering the graduate programme. Those faculty members of the theological colleges whom the FGS recognizes as qualified to teach and supervise at the graduate level receive part-time academic appointments in the faculty. The academic study of theology, church history, etc, is treated, at the graduate level, as any other graduate study.

Donna Runnalls (Dean, Faculty of Religious Studies)

> "We operate on the premise that theology and religious studies are disciplines which, like law, have been central to the development of the humanities in the Western university. For many social and political reason the continuing critical study of religion, which is a primordial phenomenon of human experience and history, is as important today as it has been at any time in the past....
>
> The teaching program of the Faculty of Religious Studies is designed to introduce students to the great tradition of thought and practice which have shaped many of the world's cultures; to explore the diversity of symbolic and material expressions of human religiosity; and to challenge students to reflect on their commitments and values by exploring the histories that have molded those "received notions" which powerfully shape personal and public lives. In general we wish students to acquire knowledge that will enable them to live richly and critically in the pluralistic society of contemporary Canada, and to accept responsibility as reflective moral subjects. In the past half century we have come to recognize the need to develop leaders who are equipped on the basis of an Enlightenment criticism which goes beyond the pursuit of knowledge which is innocent as to its end. The University is the appropriate location for the development of the critically tutored subjectivity which is basic to such leadership."

Relevance of Different Models to UBC

The Ad Hoc Committee does not suggest that UBC move towards the Harvard model. UBC is a non-sectarian university, as defined by the Universities Act, and there is no interest in the university or theological colleges in merging the latter with the former. If

there were, we would oppose it, not least on the grounds of tradition, harmony (the debate would be rancorous and divisive), and efficiency (there are simpler means to achieve useful, limited results). Nor do we favour a joint Ph.D. programme, again, most simply, for the practical reasons that neither the teaching and supervisory capacity nor demand for its graduates appears to exist.

On the other hand, as things now stand affiliation between the theological colleges and UBC is virtually an empty concept. Some have told the committee that the relationship should either be strengthened or ended. We favour a modest strengthening to increase the Graduate Faculty's access to the very considerable academic resources within the colleges, but done in such a way that the university and its values control the arrangements for its graduate students.

Recommendations

1. That a committee of the Graduate Council (proposed by the Nominating Committee in the normal way) be struck to review courses and faculty at the Theological Colleges and to compile lists of a) those courses in the colleges that the colleges wish to open to UBC students and that meet the academic standard for graduate credit at UBC, and b) those faculty in the colleges who have the academic credentials to offer such courses and to serve on the committees of UBC graduate students.
2. That the list of courses then be submitted to the Graduate Curriculum and New Programmes Committee for its consideration. This committee will then report to the Graduate Council in the usual way.
3. That, subject to departmental approval, a graduate student at UBC may elect to take a maximum of 6 credits of courses from this list.
4. That the list of faculty be submitted to the Dean of Graduate Studies, and be understood to comprise those faculty at the theology colleges who, with departmental approval, may serve on the committees of UBC graduate students.
5. That the committee established in # 1 above briefly consider recommended changes each year, and make recommendations about courses to the Graduate Curriculum Committee and about faculty to the Dean of Graduate Studies.
6. That the following statement be added to the UBC Calendar on p. 223:

   Graduate courses at the affiliated theological colleges (see p. 79)

   A limited number of graduate courses at the theological colleges may be taken for graduate credit at UBC. For a list of such courses and their instructors consult the Faculty of Graduate Studies.
7. That graduate students at the Theological Colleges be permitted, with the consent of the instructors and the Departments involved, to take graduate courses at UBC.

8. That, subject to the approval of the Board of Governors, UBC not charge fees for UBC graduate courses taken by graduate students at the Theological Colleges on the condition that the Colleges not charge UBC students for graduate courses taken in the Colleges.

9. That in the fifth year of these arrangements the Graduate Dean strike a committee of UBC faculty to review all these procedures and make recommendations to the Graduate Council. Among other matters, this committee should pay attention to fees, considering changes in the arrangement suggested above if the student flows between the Colleges and the University are not approximately equivalent, and should recommend whether the committee established under #Ìs 1 and 5 above should become a Standing Committee of Graduate Council.

Rationale

This arrangement would enrich the Graduate Faculty at UBC by giving its students access to appropriate academic courses and faculty at the Theological Colleges without the logistical stress that now discourages most such connections. It would allow the university to monitor the arrangements, making its own decisions, based on its own criteria, about what is appropriate for its graduate students at the colleges. The university is losing a valuable asset if it does not recognize the outstanding academic credentials of appropriate College courses and faculty.

The question of bias will be raised. We agree with Jean-Marc Laporte (Director, TST) that a distinction can and should be made between a professor's personal beliefs and her or his demonstrated academic competence, which is a matter of public record and can be adjudicated by accepted procedures. We also agree with Donna Runnalls (Dean, FRS, McGill) that education is not so much a matter of shielding students from bias as of enabling them to weigh the biases they will inevitably encounter, at UBC as anywhere else, and this not with the end of creating a body of knowledge that is "innocent as to its ends" but of cultivating their own maturing "critically tutored subjectivity." A course on the Reformation taught at Regent College or St Mark's should not be expected to be the same course; and it is the difference between such courses, both of which meet rigorous academic standards, that is a good part of the opportunity the Colleges present.

If, in the future, the Faculty of Graduate Studies were to consider its relationship with courses and faculty from other religious institutions, the procedures outlined above might provide a useful guide. They would seem to enable the Graduate Faculty to reach out to relevant opportunities while protecting its own character and interests.