THE UNIVERSITY OF BRITISH COLUMBIA

UBC REPORTS

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Stephen Forgacs photo

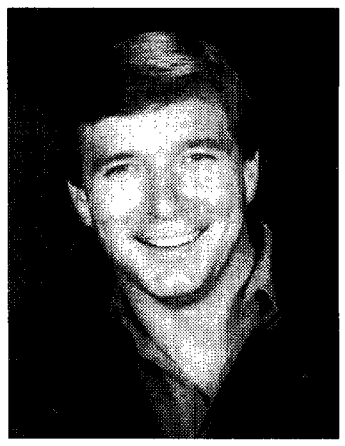
Match Maker

First Nations artist Lyle Wilson takes a moment from carving a replica of a 2,500-year-old wooden spear thrower to compare it to the darker original. The replica is for use in travelling exhibits. The spear thrower, or atlatl, was recovered from a Skagit River site and is one of more than 80 small carvings, tools, stone bowls and images that comprise the *Written in Earth* exhibit on display through Dec. 31 at the Museum of Anthropology. For information call 822-5087.

Man in motion sets new goals for future

Wheels are turning for the 10th anniversary celebration of Rick Hansen's Man in Motion Tour.

Hansen officially launched the anniversary in Cape Spear, Newfoundland, on Aug. 24, 10 years from the date that he began the last segment of his epic journey around the world and across Canada. Ten months of commemorative events in each province will culminate in Vancouver on May 22.



Hansen

"My life has been a series of new goals, journeys and horizons and this is just another stage in that process," said Hansen. "The goal of the anniversary is to remind people what the tour was about, tell what has been accomplished over the past 10 years and present our future vision."

Hansen came to national and international attention in 1985 when he pushed his wheelchair 40,000 km for two years and two months through 34 countries. The effort raised $24 million for the Man in Motion Legacy Trust Fund in support of spinal cord research, rehabilitation, wheelchair sports and awareness. Today, the foundation has awarded over $15 million to projects in these fields.

Hansen plans to use the 10th anniversary of his trek to introduce a series of new initiatives and programs that will reinforce the goals of the original tour and help establish new goals. For example, Hansen is currently working with premiers across the country to establish a provincially based fund that would see a portion of relevant traffic offence fines allocated to support spinal cord and head injury research, and rehabilitation and accident prevention programs.

"It's about time people take personal responsibility for their actions whether that's speeding, drinking and driving, or not stopping for a traffic light," said Hansen. "This neurotrauma initiative is based on relevance, making the people who cause accidents more responsible for the damage they cause."

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UBC United Way hits $100,000 mark

Only two weeks into the United Way's campus campaign, UBC faculty, staff and students have donated over $100,000 towards this year's goal of $290,260.

"This year's campaign is off to a great start," says Margaret Sayer of University Computing Services, who is co-chair of the campus campaign with Theatre Prof. Raymond Hall. "UBC people have a real tradition of participating in the United Way campaign at all levels."

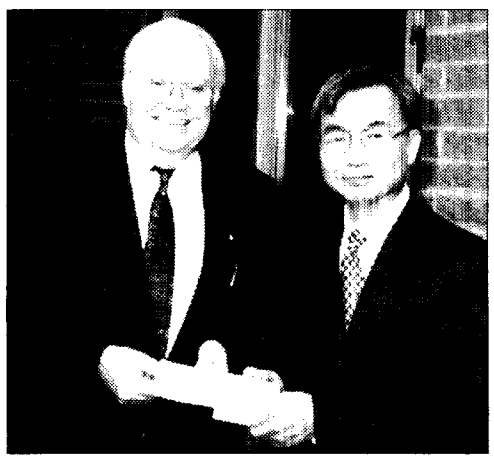
Sayer emphasizes three points about giving to and through United Way: it's the way to help the most, as it encompasses a broad range of agencies providing vital services in the community; it's an effective way to designate your support to specific charities; UBC itself is the fifth most designated charity among donors to the United Way of the Lower Mainland.

General donations to the United Way of the Lower Mainland support its 99 member agencies, which provide a broad range of services to individuals and families.

Designated donations given through the United Way may be directed to any registered charity in Canada. One hundred cents of every dollar given through the United Way goes to the designated charity.

Grass roots donate to Korean research centre

The B.C. Society for the Advancement of Korean Studies (BCSAKS) presented UBC President David Strangway with the final installment of a $500,000 donation to the Centre for Korean Research, one of five research centres in the Institute of Asian Research.



President Strangway accepts donation from Seong-Soo Lee (right), president of the B.C. Society for the Advancement of Korean Studies.

The gift, with matching funds from the Government of B.C., totals $1 million.

Also at the cheque presentation ceremony were the Republic of Korea's new Consul-General, Wung-Sik Kang, members of the board of directors of BCSAKS, and senior UBC faculty and staff.

Funding for the UBC gift was raised in a grass roots effort involving about 160 individuals and organizations representing about 500 members in the local Korean community over a period of about five years.

The Hon. Helen Hee-Kyung Chung, a respected Korean educator and member of the Korean National Legislative Assembly, helped generate support for the campaign during a visit to Vancouver in 1992.

At meetings with the alumni of Seoul's Ewha Girls' High School as well as with the BCSAKS board of directors, she inspired members of the local community to contribute to UBC. Her donation of $125,000 was the campaign's lead gift.

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LETTERS POLICY

UBC Reports **welcomes letters to the editor on topics relevant to the university community. Letters must be signed and include an address and phone number for verification. Please limit letters, which may be edited for length, style and clarity, to 300 words. Deadline is 10 days before publication date. Submit letters in person or by mail to the UBC Public Affairs Office, 310 – 6251 Cecil Green Park Road, Vancouver B.C., V6T 1Z1, by fax to 822-2684 or by e-mail to janet.ansell@ubc.ca.**

School owes Larkin debt of gratitude

Editor:

Bill New's moving tribute to Dr. Peter Larkin (*UBC Reports*, Aug. 15) deserves a personal footnote.

Until 1990 I had the privilege, as the director of the School of Community and Regional Planning, and subsequently as director of the Centre for Human Settlements, to serve under all deans of Graduate Studies since Henry Angus.

Dean Larkin was unique in his common sense approach and in his ability to encourage those within his faculty to think for themselves, resolve their own problems, and reach for the highest standards in scholarship and teaching. He championed cross-disciplinary learning and teaching, and bringing together the fragments of knowledge and information so that issues of interdependence can be resolved systematically. The School of Community and Regional Planning owes Dr. Larkin a debt of gratitude beyond any formal acknowledgement. He nurtured its aims and aspirations despite budget cuts, competing disciplinary claims, and other campus colleagues' limited understanding of why planning ought to be taught within a graduate faculty.

Thanks, Bill New, for sharing with us your own memories.

H. Peter Oberlander
Emeritus Professor
Community and Regional Planning

Korea

Continued from Page 1

The funds raised through the BCSAKS campaign will support graduate fellowships, faculty exchanges and library collections to assist in advanced research.

In recognition of the BCSAKS gift, the reading room in the Centre for Korean Research will be named The British Columbia Society for the Advancement of Korean Studies (BCSAKS) Reading Room.

BCSAKS is a Vancouver-based organization which is led by not only respected business leaders and professionals but also UBC professors (Young Suk Moon, Tae H. Oum, Seong-Soo Lee) who provided organizational skills and leadership as part of their university service activities. It was established to promote understanding of Korean society among Canadians.

It offers financial support to Korean studies programs at Canadian educational institutions, supports exchange programs for scholars, students, artists and educators between Canada and Korea as well as Korean heritage, language, and culture programs and other activities that enhance communications between Canada and Korea.

Members of the BCSAKS group attended the official opening of the new home of the Institute of Asian Research and the Centre for Korean Research in the C.K. Choi Building on Oct. 7.

Access to "pornographic" news groups questioned

Editor:

Should UBC through its University Computing Services (UCS) provide easy access to all the Usenet and other news groups? Many of your readers probably use UCS as their Internet service provider, which includes access to their news server newshost.ucs.ubc.ca: this is the "place" to read rec.gardens or any of more than seven or 8,000 different news groups. Until recently, I didn't think much about all the other news groups until I got a new copy of Netscape and poked around using the newsreader. Quite bluntly, UCS seems to be a distributor of pornography. I was surprised to discover how easy it was to view literally thousands of full colour pictures, most being explicitly sexual.

I noted two things. First, news groups that weren't explicitly sexual such as alt.binaries.pictures.gardens had very few articles; usually under 50. Those that were sexual in nature had article lists over 500 and often over 1,000. Note as well, the word article is computer jargon for high quality pictures and apparently movies. Also, from my experience in the more benign but heavily used news groups, there is likely a large turnover of articles daily or at least weekly.

The second thing I noted was a large number of newsgroups that explicitly invited postings of child pornography: for example, alt.binaries.pictures.erotica.child.male While I didn't browse through that particular news group, I did in the potentially more innocuous alt.binaries.pictures.nudism and found a hotbed of sexually explicit photos of children. No, there was no redeeming artistic vision about these photos.

So, the question I pose is: should the university through UCS provide easy access to these photos? Recently, I have read that iSTAR Internet, Inc. —a commercial Internet provider—has blocked access to just these sorts of news groups. Why can't UCS? Surely, academic freedom doesn't extend this far.

David Abbott BSc '88
Vancouver

Motion

Continued from Page 1

Other anniversary initiatives include the Olympic Inclusion Program which would see elite wheelchair track events moved from demonstration to full medal status at future international athletic gatherings like the Olympics and Commonwealth Games.

In April and May 1997 Hansen travels to the Northwest and Yukon territories and major cities across Canada, to talk about some of the programs he has developed during the last decade.

One of these is the Life Skills Program currently available to B.C. students from kindergarten to Grade 12. The program focuses on six elements: understanding oneself; communicating with and relating to others; accessing and using information; solving problems and making decisions; living with and initiating change; and setting goals, making and enacting plans. Hansen hopes the program will soon be available to students across Canada.

The third week of May will see the culmination of the 10th Anniversary celebrations in Vancouver, including the 1997 Canadian Wheelchair Basketball Championships — hosted by the Man in Motion Foundation. Other national meetings and events involve the Canadian Paraplegic Association, the National Neuroscience Network and the Man in Motion Symposium which will bring together many of Canada's leaders in the field of research, rehabilitation, education, health care, government and the private sector.

Hansen, a UBC alumnus and a paraplegic since the age of 15, was appointed as a special consultant on disabilities to UBC President David Strangway in 1989 and helped establish the Disability Resource Centre on campus which promotes the full participation of people with disabilities in post-secondary education. The following year, the Rick Hansen National Fellow Program was created at UBC to foster international awareness of the potential of people with disabilities.

Today, as founding director of UBC's Life Skills Motivation Centre, Hansen conveys his motivational message through speaking engagements, educational seminars, products and initiatives which emphasize the transition of life skills beyond the field of disability.

UBC's Board of Governors has approved a plan to consolidate all endowments associated with Hansen's name into a single entity called the Rick Hansen Trust. This trust will hold funds as an endowment for a Rick Hansen Institute which will be built on campus. Possible tenants in the new facility will be the Rick Hansen National Fellow Program, the Institute of Health Promotion Research, the Rick Hansen Man in Motion Foundation, the Disability Resource Centre, the Life Skills Motivation Centre, and Rick Hansen Enterprises. There will also be space for collaborative projects.

A Dickens Christmas at Cecil Green Park

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UBC REPORTS

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Charles Ker photo

Behind The Scene

C.K. Choi stands behind the centrepiece—inscribed with the characters representing trustworthiness—of the rock garden just south of the new building that bears his name. The UBC benefactor spoke at the recent opening of the new home for the Institute of Asian Research. Attending the opening ceremonies were C.K. Choi, his son David Choi and other members of the Choi family, Vancouver Mayor Philip Owen, B.C. Education Minister Moe Sihota and Raymond Chan, federal Secretary of State for Asia Pacific in the Ministry of Foreign Affairs. The building houses five research centres focusing on different regions of Asia: China, Japan, Korea, Southeast Asia and India and South Asia.

Program collaborates to address youth issues

Crime, drug use and dropping out of school are a few youth issues which have traditionally been tackled through separate prevention programs. But because such behaviors tend to cluster, it makes sense to develop complementary, broad-based community projects to support positive youth development.

The West End Youth Project has used the latter approach in a three-year collaboration with the Burrard Health Unit, the West End Community Centre and UBC's Institute of Health Promotion Research (IHPR).

Funded by the B.C. Health Research Foundation and the Vancouver Board of Parks and Recreation, the project has sought the input of about 123 young people between the ages of 12 and 20. The goal has been greater youth empowerment — getting youth actively working on issues that are important to them.

So far, the project has led to a buddy system between grades 7 and 8 students, a youth-run community council, the creation of a youth-run newspaper, temporary space for a youth resource centre, and the election of youth to community boards and associations.

"These initiatives are aimed at building support systems in the community as well as self-esteem, confidence and life skills," says Margaret Cargo, a researcher with IHPR.

Project participants also realized that in order for youth to put their ideas into action, adults and youth had to work in partnership and share in the decision-making and leadership.

As a follow-up to the project, Cargo and youth development worker Carrie Samoil are developing a video and accompanying training manual for adult youth workers illustrating how youth and adults can better work together to achieve common goals. The materials will emphasize a shift in how adults traditionally work with youth.

"We recognized an obvious need for more resources aimed at practitioners and how they can augment their own skills, attitudes and ways of interacting with young people," says Samoil.

Samoil says resources currently available on the subject presume that adults have the necessary background and skills.

"These materials are written from the perspective that adults know and understand the issues of teens today, know how to speak to them and how their behavior effects the youth they are working with," she says. "As adults we think we can remember what it was like to be 16, but many of us really can't."

Cargo and Samoil will use a grant from the Vancouver Foundation to produce a 10-minute video and training manual. Their hope is to have these resources available to a range of professionals from teachers and youth counselors to child-care workers and social service agencies.

Teaching trends

Theatre and Film Dept.

Design courses on CD-ROM a first in Canada

by Connie Bagshaw

Staff writer

Theatre Prof. Ron Fedoruk knows that his classes can be as exciting as waiting for paint to dry. It's a fact in any scene painting course. But with the use of technology, he hopes to cut down on the drying time, and update current teaching methods used in performing arts curriculum worldwide.

With a grant from UBC's Teaching and Learning Enhancement Fund, and the support of his colleagues in the Theatre and Film Dept., Fedoruk has embarked on a project, called *At First Brush*, to videotape several theatre design courses for classroom use.

"No one else is doing this in the area of scene painting or design at a Canadian institution," Fedoruk said. "In effect, the tapes will function as a reference text because there are few textbooks for these types of courses."

He added that the content was specifically designed to have broad application with the future intent of transferring the courses to CD-ROM for use in distance education and on the Internet.

One CD-ROM and three 20-minute pilot tapes of broadcast quality — instructing students in everything from painting brick walls to wood grain — are being tested in the classroom this month. Problems will be solved with guidance from a team of student and faculty evaluators before the remainder of the 12-part series is produced which will include lighting, makeup and properties curriculum.

Fedoruk, who prepared the course content, said that third-year university level skills are taught, but can be assimilated by anyone of high school age and beyond.

When asked about the advantages of using technology in scene painting and design courses, Fedoruk's response is quick.

"On average, there are 20 students in a scene painting course. That's an enormous number to have in the paint shop at any one given time. With tapes or CDs, students can work on a staggered schedule."

They will also be helpful to students when they work on productions as part of their course work, which can mean missing classes.

"At present, all we can do is try to be flexible, but now students can miss a class and pick it up later without penalty," Fedoruk explained.

He cited instant replay, students' ability to absorb course content at their own pace and in the order they want, and the continuity tapes give to the curriculum, no matter who's teaching it, as other advantages.

At First Brush will share the resources of another departmental initiative — the digital workstation for film and video which is capable of manufacturing CD-ROMs — to transfer the tapes onto CD as published material for use on the Internet and by other institutions and private users.

While technology is the medium of the message, Fedoruk stressed that content remains the most important element of the project.

"Painting is a centuries old manual skill, after all."

Mentors drawn from students, faculty, staff

by Connie Bagshaw

Staff writer

The Women Students' Office (WSO) has launched a new program designed to build community and provide support to women students of color at UBC.

The first of its kind at a Canadian university, the Women of Color Mentoring Program matches students with mentors drawn from peers, faculty and staff to share experiences and problem solve in an effort to enhance their university life.

Participants will be matched according to career interests and personal compatibility, said WSO counsellor Begum Verjee.

"This program seeks to address the needs expressed by women of color on campus, especially the need to share concerns, develop a sense of community, form strength and solidarity and discover role models," said Verjee, who co-ordinates the program.

"It also provides women with a safe place to talk about their experiences of bias and discrimination."

In addition to regular one-on-one meetings, students and mentors will gather for group activities such as workshops and lectures by guest speakers.

The program will also sponsor a series of cultural events — open to the public — featuring the achievements of women of color, including film screenings, theatre and music performances.

About 30 women to date have registered for the program which runs until April 1997. For more information, call 822-2415.

Top student athletes compete Oct. 17-31

The advent of a new university year also marks the beginning of an exciting athletics season at UBC. UBC's varsity teams are made up of some of the nation's top young athletes, many of whom go on to international levels of competition. Others may end up playing for the National Hockey League (NHL), Canadian or National Football Leagues (CFL and NFL) or playing for professional teams in Europe or elsewhere.

Varsity games are fast-paced, exciting and offer excellent entertainment value says Don Wells, external affairs co-ordinator for UBC Athletics and Sport Services.

"A family of four can take in a basketball, hockey or football game for under $20, and that includes hot dogs," he says.

Admission is $7 for adults, $4 for youths and seniors, $3 for UBC students and free for children under 12.

- The Thunderbird football team takes on Calgary at Thunderbird Stadium Oct. 26 at 7:00 p.m.
- Pre-season basketball continues Oct. 23 as UBC goes up against the University of Regina, and Oct. 30 against the University of Winnipeg. Both games start at 7:30 p.m. in War Memorial Gym.
- The Thunderbird ice hockey team takes on the Lethbridge Pronghorns in its Canada West league-opening series Oct. 18-19. Games take place in the Thunderbird Winter Sports Centre and start at 7:30 p.m.
- The men's and women's soccer teams play two games each Oct. 19 and 20. The women play Calgary Oct. 19 at 12 p.m., and Lethbridge Oct. 20 at 2 p.m. The men play Calgary Oct. 19 at 2 p.m. and Lethbridge Oct. 20 at 12 p.m. Games take place on the O.J. Todd Field and there is no admission charge. On Oct. 22, the men's soccer team plays Simon Fraser at Thunderbird Stadium at 7 p.m.

Up-to-the-hour scores and event information can be obtained by calling 822-BIRD.

Calendar

October 20 through November 2

Sunday, Oct. 20

Green College Performing Arts Group
Anti-Talent Night. Green College, 8pm. Call 822-6067.

Monday, Oct. 21

Hearing Accessibility Research Seminar
Hearing Environmental Sounds. Barry Truax, Communication and Contemporary Arts, SFU. St. Paul's Hospital, Conference Centre, Providence Wing, Phase II, 1st floor, 4:30-5:30pm. Call 822-6352.

Biotechnology & Gairdner Foundation Seminar
Helicobacter Pylori: Facts And Controversies. Dr. B.J. Marshall, Foundation for Helicobacter and Intestinal Immunology. IRC#4, 3:30pm. Refreshments. Call 822-2210.

Continuing Studies Seminar Series
Travel Writing, Isabel Nanton, author. IRC G41/42, 7:30-9:30pm. Continues to Nov. 25. $110. Call 822-1450.

Mechanical Engineering Seminar
The Physics Of Blade Forming (Papermaking Fluid Mechanics). Sheldon Green, Mechanical Engineering. CEME 1202, 3:30-4:30pm. Refreshments. Call 822-3904.

Astronomy Seminar
Gravitational Lensing. Christopher Stubbs, U of Washington. Physics & Astronomy 318, 4pm. Refreshments. Call 822-2802.

Centre for Japanese Research Seminar
Japan's Economic Miracle, Small Government And The Politics Of Tax Cuts. Masaru Kohno, Political Science. CK Choi 120, 12:30-2pm. Call 822-2629.

Applied Mathematics Colloquium
Suspension Bearing Gravity Flows On Sloping Bottoms. Prof. Bryant Moodie, U of Alberta. CSCI 301, 3:30pm. Call 822-4584.

Resident Speaker Series
Body And Soil: Nature Metaphors And National Identity In The Quebec Declaration Of Sovereignty. Caroline Desbiens, Comparative Literature. Green College, 5:30pm. Call 822-6067.

Tuesday, Oct. 22

Animal Science Seminar Series
Poultry Production In Brazil. Sazzad Hossain, Federal U, Brazil. MacMillan 158, 12:30pm. Refreshments. Call 822-4593.

Biotechnology Laboratory Seminar
Self-Incompatibility In Canola: Genes To Make One Love Thy Neighbour. Prof. Steven Rothstein, U of Guelph. Wesbrook 201, 12:30pm. Refreshments. Call 822-4733.

Astronomy Seminar
Carbonaceous Materials In Space. Harry Kroto, U of Sussex. Hebb Theatre, 4pm. Call 822-2802.

Statistics Seminar
An Analysis Of Categorical Repeated Measurements. Prof. Philip McCloud, Monash U. CSCI 301, 4-5:30pm. Refreshments. Call 822-0570.

Lectures in Modern Chemistry
C60 Buckminsterfullerene, The Celestial Sphere That Fell To Earth. Prof. Harold Kroto, Sussex U. Chemistry 250 south wing, 1pm. Refreshments from 12:40pm. Call 822-3266.

Continuing Studies Lecture Series
Prague: The Heart Of Europe, A Look At The Historical, Social, Political And Cultural Dimensions. Various speakers. Lasserre 107, 7:30-9pm. Continues to Nov. 12. $45, seniors $35. Call 822-1450.

Green College Speaker Series
Environmental Security And Freshwater Resources: The Need For Eco System. Jutta Brunnée, Law. Green College, 5:30pm. Reception in Graham House from 4:45-5:30pm. Call 822-6067.

Green College Speaker Series
Poetry Reading. David Bromige. Green College, 8pm. Call 822-6067.

Object Identification Clinic
Identification Clinic For Objects And Artifacts. Museum conservation staff. MOA, 7-8pm. To bring objects for conservation advice call 822-5087 in advance.

Wednesday, Oct. 23

Seminar
Seeing Trees: Engendering Environmental And Land Use Planning. Maureen Reed, Geography. Centre for Women's Studies, 1896 East Mall, 3:30-5pm. Call 822-9171.

Respiratory Research Seminar Series
Eosinophil-Delivered Cytokines In Asthma: Intracellular Storage And Relevance To Inflammation. Dr. R. Moqbel, U of Alberta. St. Paul's Hospital, Gourlay Conference Room, 5-6pm. Call 875-5653.

Microbiology & Immunology Seminar Series
T Cells And Autoimmunity. Christopher Ong, Microbiology and Immunology. Wesbrook 201, 12-1pm. Call 822-3308.

Faculty Development Seminar
Natural And Life Sciences On The World Wide Web. Kathryn Hornby and Helen Chow. David Lam basement, Continuing Studies Computer Lab. B (use outside entrance behind Trekkers), 1-4pm. To register, call 822-9149.

Ecology & Biodiversity Research Seminar
The Influence Of Food And Predation On Raptor Reproductive Strategies. Pat Kennedy, Colorado State U. Family/Nutritonal Sciences 60, 4:30pm. Refreshments in Hut B-8, 4:10pm. Call 822-3957.

Centre for Japanese Research Seminar
Assertion Of Rights And Legal Culture In Japan. Prof. Koichiro Fujikura, Law, Waseda U. CK Choi 120, 12:30-2pm. Call 822-2629.

Lectures In Modern Chemistry
C.A. McDowell Lecture In Chemical Physics. Prof. Harold Kroto, Sussex U. Chemistry 225 (centre block), 10am. Call 822-3266.

Classics Lecture
Born To Be Wolves? Origins Of Roman Imperialism. Prof. Kurt Raaflaub, Brown U. Buchanan B-318, 12:30pm. Call 822-2889.

Classics Lecture
Soldiers, Citizens, And The Evolution Of The Early Greek Polis. Prof. Kurt Raaflaub, Brown U. Buchanan B-318, 3:30pm. Call 822-2889.

Continuing Studies Lecture Series
Mexico: Yesterday And Manana. Myriam Cabrera. Carr Hall Conference Room, 7:30-9:30pm. Continues to Nov. 13. $60, seniors $45. Call 822-1450.

Fiction Reading
The Instructor. Ann Ireland. Buchanan penthouse, 12:30pm. Call 822-0699.

Your UBC Forum 3
Role Of The Student - Your Rights And Responsibilities. Moderator: Maria Klawe, VP Student and Academic Services. Conversation Pit, SUB, 12:30-2pm. Call 822-6799.

Orthopedics Grand Rounds
Orthopedic Engineering Research. Thomas R. Oxland, Maurice E. Müller Institute for Biomechanics, U of Bern. Vancouver Hospital/HSC, Eye Care Centre auditorium, 7am. Call 875-4646.

Noon Hour Concert
Geoffrey Rutkowski, cello, Paul Berkowitz, piano. Music Recital Hall, 12:30pm. $3 at the door. Call 822-5574.

Thursday, Oct. 24

Earth & Ocean Sciences Seminar
Deformation Processes In Crustal Shear Zones. Joseph White, U of New Brunswick. Earth & Ocean Sciences 135, 12:30pm. Call 822-3466/822-2267.

Multimedia Seminar
A Century Of Crests On The North West Coast: Biomechanics Laboratory Resource On the Web. Marjorie Halpin, Anthropology and David J. Sanderson, Human Kinetics. University Services Building TELEcentre, 1-2pm. Call 822-1851/822-3062.

Biotechnology & Neuroscience Seminar
Subcellular Targeting Of Multienzyme Signalling Complexes. John D. Scott, Vollum Inst. for Advanced Biomedical Research, Portland. IRC#1, 4:30pm. Refreshments. Call 822-0705.

Genetics Graduate Program Seminar
Cellulases And Cellulose Binding Domains (CBDs): A Sticky Tale. Douglas Kilburn, Microbiology. Wesbrook 201, 4pm. Call 822-8764.

Faculty Development Seminar
Controlled Commotion: Active Learning In A Large Class. Paul G. Harrison. Wesbrook 100, 4:30-5:30pm. Call 822-9149.

MacMillan Lecture Series
The Role Of Science And Advocacy In Conservation. Patricia Kennedy, Colorado State U. MacMillan 166, 2:30-3:30pm. Call 822-0502.

Marion Woodward Lecture
International Nursing: From A Creditable Past To A Challenging Future. Verna Huffman. IRC#6, 8pm. Call 822-7506.

The 1996 Library Lecture
Digital Libraries And Their Future, Or, Outsourcing The University. Michael Lesk, Computer Science Research, Bellcore. Angus 110, 12:20-2pm. Call 822-3310.

Medieval and Renaissance Studies
Panel On Art And Ritual In Early Modern Europe. Patricia Badir, English and Rose Marie San Juan, Art History. Green College, 4:30pm. Call 822-6067.

Green College Speaker Series
Fireside Chat. David Bromige, poet and story-teller. Green College, 7:30pm. Call 822-6067.

Physics and Astronomy Colloquium
The Search For More Fundamental Structure. Pekka Sinervo, U of Toronto. Hebb Theatre, 4pm. Refreshments at 3:45pm. Call 822-3853.

Social Event
Let's Meet. Faculty mentoring program. Graduate Student Centre penthouse, 5-8:30pm. Refreshments. RSVP by Oct. 21. Call 822-0831.

Concert
UBC Symphony Orchestra. Grace Chan, soprano, Jesse Read, conductor. Old Auditorium, 12:30pm. Call 822-3113.

Author Reading
Fugitive Pieces. Anne Michaels. Frederic Wood, 12:30pm. $10 ($8 student and senior). Call 822-2514.

Friday, Oct. 25

Occupational Hygiene Program Seminar
The Dangerous Habit Of Not Sleeping. Stanley Coren, Psychology. Koerner lecture theatre G-279, 12:30-1:30pm. Call 822-9595.

Theoretical Chemistry Seminar
Monte-Carlo Particle Simulation For Plasma Assisted Materials Processing. V. Serikov, Inst. Fluid Science, Tohoku U. Chemistry D-402 (centre block), 4pm. Call 822-3266.

Linguistics Colloquium
The Acquisition Of Moraic Structure In Japanese. David Ingram, Linguistics. Buchanan penthouse, 3:30pm. Refreshments. Call 822-5594.

Mathematics Colloquium
Primal Versus Dual Viewpoints In Nonsmooth Optimization. Philip D. Loewen, Mathematics. Mathematics 100, 3:40pm. Refreshments at 3:15pm in Math Annex 1115. Call 822-2666.

Geography Colloquium Series
Employment Opportunities And Prospects For Geographers In Consulting. Panel of consulting geographers from the Vancouver area. Geography 229, 3:30pm. Call 822-2985.

Lonergan and Science
The Spirituality Of Science. Hugo A. Meynell, U of Calgary. Buchanan B-325, 12:30-1:20pm. Call 221-3342.

Lonergan For the Future Lecture
Lonergan And The Coming Third Millenium. Fr. F.E. Crowe, U of Toronto. St. Mark's College, 7:30pm. Admission by donation. Call 221-3342.

Graduate Student Conference in International Theory
International System In A Grotian Moment. Richard Falk, Princeton U; David Kennedy, Harvard Law School; Robert Jackson, UBC; Karin Mickelson, UBC. Green College Coach House and Great Hall, 9am-6pm. Continues Oct. 26. Call 602-1588.

Grand Rounds
Care For The Dying Child: Pediatrics And Palliative Management. Palliative Care Physicians, Canuck Place. GF Strong auditorium, 9am. Call 875-2307.

Concert
UBC Symphony Orchestra. Jesse Read, conductor. Old Auditorium, 8pm. Call 822-3113.

Saturday, Oct. 26

The South Asian Colloquium of the Pacific Northwest
Centre For India And South Asia Research. CK Choi 120, 9am-4pm. Refreshments. Call 822-5734.

Green College Performing Arts Group
Dylan Thomas' "Reminiscences of Childhood." Performed by Arnab Guha, Aurian Haller and others. Green College, 8pm. Call 822-6067.

Lonergan and Spirituality Conference
Bernard Lonergan On The Trinity And The Human Spirit. F.E. Crowe, U of Toronto and H.A. Meynell, U of Calgary. Regent College, 9am-4pm. $25, students/seniors $5. Call 221-3342.

Vancouver Institute
What Can We Return To The Earth? Japanese Pollution Experiences. Prof. Koichiro Fujikura, Faculty of Law, Waseda U. IRC#2, 8:15pm. Call 822-3131.

Monday, Oct. 28

Faculty Development Seminar
Developing A Teaching Dossier For Tenure, Promotion And Reflection. William Webber and Judith Johnston. David Lam, Faculty Development Seminar room (use outside entrance be-

UBC REPORTS

CALENDAR POLICY AND DEADLINES

The *UBC Reports* Calendar lists university-related or university-sponsored events on campus and off campus within the Lower Mainland.

Calendar items must be submitted on forms available from the UBC Public Affairs Office, 310 – 6251 Cecil Green Park Road, Vancouver B.C., V6T 1Z1. Phone: 822-3131. Fax: 822-2684. Please limit to 35 words. Submissions for the Calendar's Notices section may be limited due to space.

Deadline for the October 31 issue of UBC Reports — which covers the period November 3 to November 16 — is noon, October 22.

Calendar

October 20 through November 2

hind Trekkers), 3-5pm. Registration 822-9149.

UBC School of Nursing Research Colloquium
Self-Rated Health Status: A Measurement Conundrum. Pamela Ratner, Assistant Prof., Nursing. Vancouver Hospital/HSC, Koerner Pavilion T-180, 3:30-4:30pm. Call 822-7453.

Resident Speaker Series
The Palazzo Courtyard: A Progressive Revelation. Lynn Gordon-Findlay, Architecture. Green College, 5:30pm. Call 822-6067.

Science and Society
Political Surveys And Majority Rule. Richard Johnston, Political Science. Green College, 8pm. Call 822-6067.

Tuesday, Oct. 29

Biotechnology Laboratory Seminar Series
Continuous Phase Woven Fabric Matrices For Protein Chromatography And Buffer Exchange. Michael Ladisch, Purdue U. Wesbrook 201, 12:30pm. Refreshments before the seminar. Call 822-4838.

Statistics Seminar
A Class Of Markovian Samplers Related To The Gibbs Sampler. Professor Claude Bélisle, U Laval. CSCI 301, 4-5:30pm. Refreshments. Call 822-0570.

Graduate and Faculty Christian Forum
The Modern University And Christian Assumptions. Prof. John Redekop, Political Science, Wilfred Laurier and Trinity Western U. Buchanan penthouse, 4:15pm. Refreshments at 4pm. Call 822-3112.

Lectures in Modern Chemistry
The Influence Of Zeolites On The Behaviour Of Organic Reactive Intermediates: A Laser Photolysis Study. Fran L. Cozens, Dalhousie U. Chemistry 250 (south wing), 1pm. Refreshments from 12:40pm. Call 822-3266.

Lecture
Travellers In Epiros Then And Now. Richard Spratley. MOA, 7:30pm. Call 822-5087.

Green College Speaker Series
Flirting With The Enemy: State - NGO Relations In Mexico. Faranak Miraftab, Community and Regional Planning. Green College, 5:30pm. Reception in Graham House 4:45-5:30pm. Call 822-6067.

Creative Writing
A Reading With Sandra Birdsell. Buchanan A-100, 12:30-1:30pm.

Wednesday, Oct. 30

Ecology & Biodiversity Research Seminar
Arctic Ground Squirrel Populations At Kluane: Experimental Manipulation Of Peanut Butter And Other Limiting Factors. Andrea Byrom. Family/Nutritional Sciences 60, 4:30pm. Refreshments Hut B-8 4:10pm. Call 822-3957.

Biotechnology Laboratory Seminar
Novel Aqueous Two-Phase Systems For Protein Purification. Tjerneld Folke, Biochemistry, Lund U. IRC#4, 12:30pm. Refreshments before the seminar. Call 822-5136.

Respiratory Research Seminar
Inhalable Particle Effects: Is Small Really Beautiful? Dr. Sverre Vedal, Medicine. St. Paul's Hospital, Gourlay Conference Room, 5-6pm. Call 875-5653.

Microbiology & Immunology Seminar
From Locus Control Region To Apoptosis In T Cells. Astar Winoto, Molecular and Cell Biology, U of California, Berkeley. Wesbrook 201, 12-1pm. Call 822-3308.

Law Lecture
The Charter Dialogue Between Courts And Legislatures: Perhaps The Charter Of Rights Isn't Such A Bad Thing. Prof. Peter Hogg, York U. Curtis 101/102, 12:30pm. Call 822-3435.

Modern European Studies Colloquium Series
Vaclav Havel's View On Europe: A Voice From The Centre. Marketa Goetz-Stankiewicz, Germanic Studies. Buchanan penthouse, 3:30-5pm. Call 822-5969.

Applied Mathematics Colloquium
Modelling The Response Of Laminated Composite Structures To Projectile Impact. Reza Vaziri, Civil Engineering. CSCI 301, 3:30pm. Call 822-4584.

Surgery Grand Rounds Lecture
Trauma Systems, Centres And Services — Where Does VHHSC Stand? Dr. Richard Simons, Vancouver Hospital/HSC. GF Strong auditorium, 7am. Call 875-4136.

Cultural and Media Studies Interdisciplinary Group
Youth, Disaffection, Law And Popular Culture. Steve Redhead, Law, Manchester Metropolitan U. Green College, 5:30pm. Call 822-6067.

19th Century Studies
Science And The Arts. John Gilbert, Health Sciences Co-ordinator. Green College, 8pm. Call 822-6067.

Orthopedics Grand Rounds
Surfing The Internet As An Orthopedic Surgeon. Daniel Ngui, third year medicine. Vancouver Hospital/HSC, Eye Care Centre auditorium, 7am. Call 875-4646.

Noon Hour Concert
Rita Costanzi, harp. Music Recital Hall, 12:30pm. $3 at the door. Call 822-5574.

Thursday, Oct. 31

Earth & Ocean Sciences Seminar
Climate Of The Arctic Ocean: Key Features And Processes. Richard Moritz. Earth & Ocean Sciences 135, 12:30pm. Call 822-3466/822-2267.

Genetics Graduate Program Seminar
Sexuality And Dimorphism In The Fungal Pathogen Ustilago Maydis. Jim Kronstad, Microbiology and Plant Science. Wesbrook 201, 4pm. Refreshments. Call 822-8764.

Biostatistics Seminar
Modelling Zero Inflated Count Data. Cheryl Garden, Statistics. CSCI 301, 4-5:30pm. Call 822-0570.

Law And Society Lunchtime Seminar
The Sociologist As Lawyer: The Case Of Max Weber. Thomas Kemple, Anthropology and Sociology. Green College, 12pm. Call 822-6067.

Issues In Post-Secondary Education
New Realities, New Directions, New Institutions - The Changing Higher Education System In British Columbia. Gerald O. Kelly, president and vice-chancellor, Royal Roads U. Green College, 4:30pm. Call 822-6067.

MacMillan Lecture Series
Using Stable Isotopes To Monitor Avian Migration And Reproduction. Keith Hobson, Canadian Wildlife Service, Saskatoon. MacMillan 166, 2:30-3:30pm. Call 822-0502.

Joan Carlisle-Irving Lecture Series
Breaking Frames: Ned Lud Meets Erving Goffman. Iain Boal. Lasserre 102, 12:30-2:30pm. Call 822-2757.

Science First Lecture Series
Educational Computer Games: Is There Any Science In Making Learning Fun? Maria Klawe, Computer Science. IRC#6, 1-2pm. Call 822-5552.

Colloquium
Crystallization Of Proteins At Interfaces, A Two-Dimensional Phase Transition. Viola Vogel, U of Washington. Hebb Theatre, 4pm. Refreshments 3:45. Call 822-3853.

Law & Society Seminar Series
The Sociologist As Lawyer: The Case Of Max Weber. Thomas Kemple, Anthropology and Sociology. Graham House, Green College, 12-1pm. Call 822-4837.

Friday, Nov. 1

Theoretical Chemistry Seminar
Production And Distribution Of Hot Atoms In Planetary Atmospheres. G. Arkos, Earth and Ocean Sciences. Chemistry D-402 (centre block), 4pm. Call 822-3266.

Occupational Hygiene Program Seminar Series
Cholinesterase Monitoring In The Field With The EQM Cholinesterase Kit. Matt Keifer. Koerner lecture theatre G-279, 12:30-1:30pm. Call 822-9595.

Geography Colloquium Series
Ageographia, Heterotopia, And Vancouver's New Public Library. Loretta Lees, Geography. Geography 229, 3:30pm. Call 822-2985.

Mathematics Colloquium
How Many Parameters Does It Take To Define A Generic Polynomial? Zinovy Reichstein, Oregon State U. Mathematics 100, 3:40pm. Refreshments at 3:15 in Math Annex 1115. Call 822-2666.

Linquistics Colloquium
Passives And Object Control In Mainland Comox (Salish). Susan J. Blake. Buchanan penthouse, 3:30pm. Refreshments. Call 822-5594.

Cultural and Media Studies Interdisciplinary Group
Discussing Issues Around Law And Popular Culture. Steve Redhead, Law, Manchester Metropolitan U. Green College, 1pm. Call 822-6067.

Grand Rounds
Nitric Oxide In Newborns With Hypoxic Respiratory Failure, An Update. Dr. A. Solimano, Pediatrics. GF Strong auditorium, 9am. Call 875-2307.

Concert
Band Festival. UBC Jazz Ensemble, Fred Stride, director. Music Recital Hall, 12:30pm. Call 822-3113.

Concert
15th Field Artillery Band. Richard van Slyke, director. Old Auditorium, 7:30pm. Call 822-3113.

Student Leadership Conference
Erna Hagge, Speakeasy, Toastmasters. SUB 214/216, 9am. $35 including lunch and snack. Register at AMS Volunteer Services, SUB 100D. Call 822-9268.

Saturday, Nov. 2

Vancouver Institute
An Evening With Mary Pratt. Mary Pratt, artist. IRC#2, 8:15pm. Call 822-3131.

The University of British Columbia

1997 Diabetes Conference: The Young Diabetic

Date: April 4 & 5, 1997
Location: Coast Plaza at Stanley Park, Vancouver, BC

This conference will focus on the Type I diabetic from infancy to 25 years of age as well as Type II diabetes in the adolescent.

Specific issues to be addressed include:

- Genetics and prediction of IDDM
- Diabetes in adolescents
- Prevention
- Family Issues
- Management of IDDM during pregnancy

For further info, contact: Ph: (604) 822-2626; Fax: (604) 822-4835

The Dal Grauer Memorial Lectures at UBC

KOICHIRO FUJIKURA
Professor of Law, Waseda University, Tokyo

Japanese Environmental Law and Policy

Assertion of Rights and Legal Culture in Japan
Wednesday, October 23 at 12:30-2:00 PM
in C.K. Choi Bldg., Conference Room, Main floor

For the Best of All possible Japans: Partial Justice in a Consensus-based Society
Friday, October 25 at 12:30 PM
Curtis Bldg., Faculty of Law, Moot Court Room 176

What Can We Return to Earth? Japanese Pollution Experiences
The Vancouver Institute
Saturday, October 26 at 8:15 PM
in Woodward Instructional Resources Centre, Hall 2

You are invited to attend...

The UBC Alumni Association Annual General Meeting

UBC ALUMNI

Date: October 17, 1996
Time: 6:30 pm for 7:00 pm start
Place: Cecil Green Park

The AGM will include the introduction of this year's Board of Directors, reports on last year's activities and a review of plans for 1996–97. Come meet the new Board and get involved in your alumni association. Light refreshments will be served.

Notices

Volleyball
Faculty, Staff and Grad Student Volleyball Group. Every Monday and Wednesday, Osborne Centre, Gym A, 12:30-1:30pm. No fees. Drop-ins and regular attendees welcome for friendly competitive games. Call 822-4479 or e-mail: kdcs@unixg.ubc.ca.

Fun and Fitness
UBC Community Sport Services offers adult ballet, gymnastics and ice hockey classes for beginners. No experience is necessary. For more information call 822-3688.

Morris and Helen Belkin Art Gallery Exhibition
Tuesday - Friday; 10am-5pm; Saturday, 12-5pm. 1825 Main Mall. Call 822-2759.

Surplus Equipment Recycling Facility
Weekly sales of furniture, computers, scientific etc. held every Wednesday, noon-5pm. SERF, Task Force Building, 2352 Health Sciences Mall. Call 822-2582 for information.

Garden Hours
Nitobe Memorial Garden open 10am-2:30pm weekdays only, Botanical Garden and the Shop-in-the-Garden are open 10am-6pm daily (including weekends). Call 822-9666 (gardens), 822-4529 (shop).

THE UNIVERSITY OF BRITISH COLUMBIA

REPORT OF THE HUMAN RESOURCES DEPARTMENT REVIEW COMMITTEE 1996

Committee Members

- Peter J. Frost, Professor, Faculty of Commerce, Chair of the Human Resources Department Review Committee
- Erik de Bruijn, Assistant University Librarian
- Maureen Douglas, Assistant to Dean, Science
- Glenn Harris, VP Finance, University of Alberta
- Susan Langland, Director, Faculty Affairs and Administration, Medicine
- Albert McClean, Professor of Law
- Axel Meisen, Dean of Applied Science
- Mary Risebrough, Director, Housing and Conferences
- Lynn Smith, Dean of Law
- Glen Stanger (Vice Chair), Associate Director, Plant Operations
- Peter van der Leeden, Director, HR, University of Victoria

Preamble

Our Committee has interviewed approximately 50 members of the campus community, including President Strangway and other members of the President's Office, some Deans, and Department Heads, leaders of CUPE Locals 116 and 2950, the Presidents of AAPS and the Faculty Association, the Senior Administrative Officers of each Faculty, the Associate VP of Human Resources and members of the HR Department. We read the study brief provided for our Committee by the HR Department and a number of other relevant documents. We received 14 written submissions from individuals on Campus. The Committee met for three full days of hearings on the HR Department and met on other days to plan the process and subsequently to evaluate the review data and report. We have at all times received the cooperation of the Human Resources management and staff in our efforts to carry out our mandate and we have found our interviewees to be very forthcoming and helpful in their responses to our questions.

Our observation has been that human resource practice in a university as large and as complex as The University of British Columbia is in itself a very complex process. We have found it necessary to think very carefully and somewhat divergently about each of the questions and the issues posed to us as a committee by the VP of Administration and Finance. (At the time of the formation of the Committee this was Bruce Gellatly. At the present time it is Terry Sumner.) We have found that it is neither possible nor wise to present an analysis and a set of recommendations that is simplistic or that provides simple directions to those who will be contemplating action on the basis of this report. In many cases we provide a range of options and a series of considerations for policy and practice.

We have attempted to suggest some new directions for the HR Department that we believe will serve the university community well and that will assist it to fulfill its function and role even more effectively than at present. We believe that this approach to our assignment does justice to the inherently intricate nature of the Human Resource function at UBC.

Our report is divided into four sections. The first section deals with the mandate of the HR Department. We present our own view of the mandate based on our investigations, and compare it with that presently stated by the HR Department. The second section of the report deals with the question of the effectiveness and the suitability of the "Human Resources Generalist" concept. The third section presents our comments and recommendations on the effectiveness and the accountability of the HR Department. The fourth section presents our final comments and conclusions. There are two appendices to which we will refer in our report. In accordance with *our* mandate, we have not reviewed the Department of Health Safety and Environment (HSE) for which the Associate Vice President of Human Resources is also responsible.

Part One

Mandate

In the opinion of this Committee, there is nothing more important than the development and assurance of best human resource practices that reflect the mission, values and aspirations of the University and the community which it serves. These are the responsibilities of every member of the University Community and, in particular, the responsibility of the Department of Human Resources.

The HR Department needs to assume responsibility for the design and operational integrity of core human resource services and processes that are consistent with established norms and with applicable policies, statutes and contract terms. The Department must model best practice in the conduct of its own affairs.

In order to do this, Human Resources must develop the capability and provide services in a fashion that reflects the extent to which responsibility is shared by all operating units for the achievement of best human resource management practices.

The Department's current mission statement is as follows:

"Human Resources supports UBC's mission of being a world renowned institution of higher education and research by providing human resources' leadership and services in order to maximize the potential and ability of employees to contribute and develop at UBC." —March 16, 1995, *Report to the Board of Governors* (p. 1)

The Department of Human Resources therefore identifies its specific role as "*...providing leadership and services in order to maximize the potential and ability of employees to contribute and develop at UBC*". In its report to the University's Board of Governors, the Department also outlined its functional divisions, as follows:

- Human Resources Generalists
- Customer Service
- Limited Time Only (LTO)
- Job Evaluation System Project (JESP)
- Organizational Training & Development
- Human Resources Information Centre
- Compensation
- Administration/Benefits
- Faculty Pension Plan
- Staff Pension Plan
- Employee Relations

The report further notes that these internal functions were reorganized after 1990, "to cluster all client-related services within our Human Resources Generalists to work directly with client departments and with our bargaining units supported by the specialist functions shown above." —March 16, 1995, *Report to the Board of Governors* (p. 13)

The *1995/96 Budget and Planning Narrative*, published a few months later, also contains a statement on the roles and responsibilities of the department:

"Human Resources works in partnership with departmental managers and supervisors in the delivery of recruitment, job evaluation, organizational change, human resources planning, total compensation management, training and development, employee relations and the management of the University's human resources databases."

Comments on Mandate Made to the External Reviewers

Everyone who communicated with the Review Committee expressed the view that there was a need for a university based Human Resources Department. It should provide support to the University Community, and especially to its managers, directors, heads, deans and senior administrators, to ensure that UBC is an equitable, safe, efficient and productive place of work, in support of its academic mission. However, there was no consistency regarding the services the Department should provide or on how the services should be delivered.

Some believed that human resource services should be provided by a centrally-funded and managed unit, which might, or might not, have "service representatives" in faculty or departmental offices. Others expressed the view that many personnel-related tasks could be done more efficiently by faculty and/or department administrators, and that the role of Human Resources should be to provide specialist advice from a central office.

The types of human resource activities suggested to the reviewers included responsibility for or involvement in the following activities (not stated in order of priority):

1. training and organizational leadership development
2. strategies for increasing flexibility in a competitive world
3. collective bargaining
4. improving staff relationships with unions
5. reallocation of resources, restructuring and downsizing
6. communication to the University Community of internal and external changes affecting human resources issues (e.g., government regulations and legislation)
7. benefits administration
8. processing and distribution of personnel information
9. improvement of individual's understanding of his/her employer-employee partnership with the university
10. recruiting of non-faculty personnel
11. job re/classification
12. hiring/appointment of non-faculty staff
13. management of employee (including faculty) records

There was considerable comment on whether or not particular activities within Human Resources should continue to be carried out there, and whether or not activities currently being carried out elsewhere might better be done if transferred to the Department.

Recommendations on Mandate

Based on our extensive deliberations, the Review Committee recommends the following mandate, role and responsibilities for the Department of Human Resources. This recommendation is consistent with the Department's vision statement and expands its reach and responsibilities in some arenas while reducing them in others. It provides the basis for a coherent set of services.

Our view of the mandate for the HR Department is reflected in our earlier statements that are repeated here for emphasis:

In the opinion of this Committee, there is nothing more important than the development and assurance of best human resource practices that reflect the mission, values and aspirations of the University and the community which it serves. These are the responsibilities of every member of the University Community. However, they are the particular responsibilities of the Department of Human Resources.

In this role, the HR Department needs to assume responsibility for the design and operational integrity of core human resource services and processes that are consistent with established norms and with applicable policies, statutes and contract terms. They must model best practice in the conduct of all their own affairs.

In order to do this, Human Resources must develop the capability and provide services in a fashion that reflects the extent to which responsibility is shared by all operating units for the achievement of best human resource management practices.

The mandate which we recommend for the HR Department includes:

1. To build university-wide consensus on best human resource management practices by reflecting the University's mission and values and developing appropriate norms.
2. To assume responsibility for the design and operational integrity of core human resource services, processes, policies, statutes and contract terms that are consistent with those norms.
3. Develop capability and provide services in a fashion that broadens the responsibility base for providing excellent human resource practices on Campus. This is so that it is acknowledged and the responsibility for its practice is internalized and shared by all the units.
4. Model those best practices in the conduct of its own affairs.

Commentary on Roles and Responsibilities

Within this mandate, we see the HR Department responsible for the following roles and responsibilities. More detailed attention to specific areas of implementation of the mandate can be found later in the report.

1. **Training and Leadership Development:** The MOST and BEST training programs were well regarded by their users. In the Committee's judgment, the training mandate needs to be expanded to include orientation of all new employees, as well as VPs, Deans, Heads, Directors and other administrators. There should be ongoing programs covering new systems, teamwork and partnering skills, changes in legislation and collective agreements.
2. **Collective Bargaining:** While the President defines the University's position on collective bargaining, and there is coordination with the Employee Committee of the Board of Governors, the Department of Human Resources should lay the foundation for progressive collective bargaining through consultation with administrative heads, review of past experience, research on labour/employee practices in other organizations, harmonization of bargaining strategies for different employee groups and identification of barriers to improving the working environment and efficiencies. Since there is considerable academic expertise regarding collective bargaining and personnel relations at UBC, it should be utilized.
3. **Benefits Planning and Management:** Since this is an important part of collective bargaining, recruitment, personnel management and restructuring, it needs to receive continued attention.
4. **Interpretation of the Collective Agreement:** The Department needs to interpret collective agreements, secure expert advice on the interpretation of the collective agreements, and to communicate the interpretation throughout the University. The Department's mandate does not apply to agreements with the Faculty Association.

THE UNIVERSITY OF BRITISH COLUMBIA

REPORT OF THE HUMAN RESOURCES DEPT. REVIEW COMMITTEE

5. **Conflict Management and Dispute Resolution:** There is a prevailing need for the Department to have and to impart to local managers in the University the specialized skills involved in mediating, facilitating and solving the Department's problems that provide an alternative to adversarial approaches to conflict.
6. **Recruitment:** The Department coordinates the process of staff recruitment; establishes procedures and policies; ensures adherence to policies; tests for skill proficiencies of applicants and is available to assist departments with recruitment. Where mandated by the collective agreement the Department must also manage postings, recalls and/or bumping employees between operating units. This is a continued need. However, decentralization of the activity to Departments and Units is an issue that needs to be addressed. We comment on this later in the report. In addition, we note and commend the work of LTO and encourage its role of assisting in return-to-work opportunities of employees.
7. **Job Re/classification/Job Evaluation:** The Department's role is to recommend fair compensation policies and to ensure that the job classification, reclassification and evaluation processes are sound and fairly administered.
8. **Record Keeping:** It is understood that the Financial Services Department provides this record keeping service on Campus. However, the Human Resources Department should ensure that the central personnel records for which it is responsible are kept and effectively maintained. These records should include basic information on appointment date, education, experience, salary and performance evaluation of all non-faculty employees.
9. **Organization Change:** The Department should promote improvements in human resources practice. It should explore and be responsive to opportunities to help units deal with human resource management implications of restructuring and re-engineering, including provision of process tools and support.
10. **Communication of Policy:** The Department should develop policies in collaboration with all units affected. It should communicate in a timely manner information on all aspects of human resources, including outcomes of arbitration rulings, step three decisions and disseminate pertinent jurisprudence to relevant individuals and units in a timely manner. The Department should also be an advocate for appropriate changes in legislation and should communicate desirable changes in legislation to legislators.
11. **Performance Management and Career Development:** Individuals at UBC should be provided the opportunity for career development. The Department should ensure that performance evaluation data plays an integral role in career planning on campus. It should also ensure that career development is systematically implemented on campus through follow-up (and training).

In addition, the department is responsible for strategies that:

- increase organizational flexibility
- improve staff relationships
- improve each individual's understanding of his/her employer/employee partnership with the university

Finally, we believe that the role of Human Resources in developing strategies for flexibility, improved relationships and better understanding of working relationships is to ask questions that will direct attention and energy toward these objectives, to ensure that there are appropriate resources to make attainment of these aims possible, and to make recommendations on delivery of such strategies. We add that developing better understanding of working relationships encompasses both union and non-union staff.

We turn in the next section to a consideration of the role and effectiveness of Generalists in support of these roles and responsibilities.

Part Two

Generalists

The Committee was asked to assess the effectiveness of the role of "generalists" from both the users' and the Human Resources Department's perspective. We think it important to state at the outset that, as currently envisaged and practiced, it is not working well for many of the users in the system. The Committee will be recommending changes to the role and to the way the generalist functions and we suggest that failure to address this issue forcefully and soon will likely undermine the overall good progress of the Department.

As currently expressed by the Department, the primary role of the generalists is to provide advice and to make recommendations on all human resource management issues to front line supervisors, managers, heads and other administrators.

'Generalists', or Human Resources Advisors (HRAs), are assigned to portfolios consisting of specific administrative units at UBC, and their role is to advise their clients on all aspects of employee relations. Aspects of that role, as outlined in their job description, include writing employees' job descriptions and doing re-classifications, recruitment, "routine" day to day questions and queries, dispute resolution ("pre-grievance", grievance, and arbitration), assisting in the management of change, training and development, as well as performance issues and layoffs. In reality, the roles of HRAs vary widely, depending upon the needs and experience of the managers within their particular portfolio, and could be described as being on a continuum, from an advisory or "clearing house" role at one extreme, to primary advisor on the other, i.e. from dealing personally only with routine matters, transmitting all other problems to a "specialist", to being the primary decision maker, seeking advice only in defined situations or when, in their judgment, it is wise to do so. This variation is a reflection of the requirements and expertise of the managers; some need only occasional information and advice, whereas others need "full service".

Comment

We think it fair to characterize user reactions to the HRA role, as well as our own, as mixed. However, it is also important to state that the concept is working well for some users. Hence, we are not advocating that it be discontinued. However, we recognize that there are problems with its current implementation. There is a sense of the role as being neither "fish nor fowl" in that advisors tend not to have the depth of experience and knowledge that Specialists have in many key HR areas in which they operate. Nor do they have the time to deal with all the general HR issues they are expected to handle. One result is that administrative heads and other managers often simply "go around" the advisors to get the help they need from specialists in the Department. Further, the work loads facing most advisors are so large and diverse that it becomes difficult for them to give the broad advice and counsel for which they are hired. There is the additional issue of to whom advisors report. Is it: (a) the senior administrator(s) whom they serve, or (b) the HR Department? and, if the latter, to whom within the Department should they report? We could not get a definitive position on this from our interviews.

HRAs appear to be most successful when they work closely (including geographic proximity) with units which do not have HR expertise readily available. The HRAs are then able to assist and to guide managers on an ongoing basis. They appear to be successful when, in addition, their level of knowledge and experience about HR practice is high. *As will become clear from our recommendations, the advisor model is likely to work best where advisors are assigned to units that want and need their services and where the professional calibre of HR Advisors is at a high level and they have become experienced in the culture and the operations of UBC.* This last characteristic requires time in role to develop.

OUR RECOMMENDATIONS WITH REGARD TO "GENERALISTS" ARE:

(1) Change the emphasis from Generalists to "Advisors" since this will allow them to provide advice and counsel without attracting the expectation of being "all things to all people". This is a hazard of the generalist title.

(2) Focus the attention of the Advisors in areas where there is a need expressed by units for advice, guidance and counsel from HR professionals who are, in effect, specializing in this advisory role for specific clients. The level and method of delivery of Human Resources services should be determined by each unit in consultation with Human Resources Department.

In this context, the current generalist model would continue to be appropriate for some units. However, other units may require only occasional access to a specialist, dealing with most personnel matters independently. The need for 'full service advisors or for specialists will vary depending upon a unit's requirements.

(3) Recruit at a very high level of professional expertise to fulfill this wide-ranging advisory role and provide a very high degree of support for them and for existing HR Advisors. We are not necessarily suggesting that current HR Advisors lack this level of expertise and performance. We do believe that they are often stretched beyond their limits because of overwork and inconsistent workloads so that it is likely to be difficult for them to maintain the level of knowledge and skill necessary to deliver high performance on a sustained basis in the University. We comment later on the organization of Advisors within the Department.

We recognize that having focussed and supported the HR Advisor role, there is a matching need to provide the same kind of attention and support for Specialists within the HR Department, most notably those dealing with Employee Relations.

The HR Advisor Model

Having drawn these broad conclusions about the HR Advisor Model and recommended general changes to its function, we outline some of the details associated with the role and make specific recommendations. The sections that follow, particularly Position Description and Scope, may more obviously support the full service advisor model, i.e. advisors having full responsibility for the client's HR needs rather than a smaller, more focussed role. However, we believe the recommendations as set out below are referable and important for any person working in an advisory capacity.

Position Description: The role of the HR advisors is "to provide advice and to make recommendations on all human resource management issues to front line supervisors, department managers, directors and department heads". We agree with this, but we will comment on the scope of the role, and the statement that advisors "provide advice and make recommendations."

Scope: To advise on "all human resources management issues" is potentially a huge task, and one which needs focussing and refining. We suggest that some matters be removed from the portfolio, for example:

- "benefits" is an area which requires immediate detailed knowledge, where inquiries could be directed to the Benefits Section of the Department as we understand happens frequently now.
- "liaison and exchange of information with various external agencies and organizations to build awareness of the University" are tasks which appear more appropriate for the Associate V-P, Human Resources or the Director, Compensation, Development and HR Information Systems.

Our intent is not to diminish the role of the HRAs unless there is compelling reason to do so. If the role is excessively reduced the reason for having generalist HRAs will be defeated.

One reason for keeping the role of the advisor as comprehensive as possible should be noted. We were told that on occasion advice was inaccurate and that inconsistent advice had come from different sources. We realize that this perception may arise for a number of reasons and may not be well founded. Nonetheless, if, within defined limits, the HRA is the sole source of advice, then the risk of clients getting inconsistent advice is diminished. Also, if HRA's are well qualified and strongly supported, the risk of inaccurate advice being given is lessened.

Although the HRAs provide advice, recommendations, and options in light of their knowledge and experience, ultimately it is the administrator who is responsible for the decision. If the administrator wants to do something which the HRA thinks is not possible or appropriate, then the HRA must be able to take the matter to someone more senior in the Department of Human Resources. This is not unnecessary "policing" but an example of both the University and the administrator being afforded the advice and protection that Human Resources is expected to provide.

RECOMMENDATION: We recommend that the reporting relationship of the HRA be clarified. We suggest that an HRA who is assigned to a specific unit reports directly to the administrator of the client unit for their work performance, as one would in a client-consultant relationship. HRAs should also report to a senior person in the HR Department. The precise nature of this dual reporting relationship needs to be worked out by the HR Department in consultation with clients.

Evaluation and Reclassification: One of the roles of the HRA is to establish and evaluate new positions and existing classifications; to determine appropriate pay grades and salaries; to ensure equity among University-wide positions and to represent the Department in this regard at appeals. These roles under the current model are appropriate, but the following are concerns about the functioning of the Classification Committee:

- the slow speed at which classifications cycle through the Classifications Committee
- some Committee comments focus in on small issues (format of job descriptions, typographical errors, etc.) rather than on content
- some jobs considered by the Classifications Committee were beyond the experience of some of the HRAs and thus the decision-making process was inadequate.

In fairness to the advisors, an unusually high number of reclassifications concerned primarily with compensation not classification have come forward for consideration; the workload as a result is staggering.

The current Job Evaluation System Project (JESP) is expected to classify positions based on a point system, and the associated compensation system will provide broad salary bands for each classification. In theory, this should simplify changes in classification and compensation.

RECOMMENDATION: That JESP be implemented as soon as possible so that HRAs may move away from the labour-intensive activity of job reclassification, which contributes to advisor "burnout" and robs them of time which could be better spent in coaching and training of administrators, managers and other University staff.

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Recruiting: In practice, the recruiting role of the HRAs varies from unit to unit, and some variation is perhaps inevitable. Nonetheless, the units themselves should handle as much of their recruiting as they can. HRAs should provide advice and train new managers. Only in units which do not recruit often enough to develop their own expertise should HRAs time be involved in the details of the recruiting process.

RECOMMENDATION: Where feasible, the units themselves should take on the responsibility for recruiting (as in fact some already have). The roles of HRAs can then be limited to consultation and training.

Management of Change: When major or even minor changes are contemplated, it is important that their implications are fully understood and planned. This is particularly true in the area of human relations.

HRAs must know their clients and their needs. In these times of budget cuts, amalgamations, "down"- and "right"-sizing, HRAs should work with the client and the division of Organizational Training and Development (OTD) to develop appropriate strategies and support client needs. For example, HRAs must be able to interpret the collective agreements on the issues of notices of termination, layoffs and recalls. HRAs must be able to provide training for new roles and activities in a unit. HRAs with experience of change initiatives should be able to provide invaluable advice and suggestions to departments. The HRA can also be a valuable communication link between other units and the OTD.

RECOMMENDATION: The portfolio of the HRAs must be structured so that they play an appropriate consultative and communication roles in the managment of change.

Conflict Resolution: The current "Position Description" provides that the HRAs work "with management staff and faculty, employee relations advisors and local union officials to settle various issues, disputes and grievances to step 2 by collecting information, documenting processes, participating in discussion, recommending solutions and negotiating settlements as applicable." This description lacks clarity in three respects:

- Insofar as the HRA can negotiate settlements, does this mean that the HRA has the authority to bind the University, or must the settlement be referred to some other person for approval and if so, to whom?
- Are there matters on which the advisor can only recommend and others on which the advisor can reach binding agreements and if so, how are the two types of matters differentiated?
- Where does the HRA's responsibility end and where is it transferred to another individual in the HR Department and/or to the administrative head of the unit?

We heard two comments in this regard from those we interviewed: (i) the investment of seventy to eighty percent of an HRA's time on employee relations was not profitable for the client and (ii) the HRAs cannot be expected to know the level of detail a specialist does about employee relations matters, nor to have the same breadth of employee relations experience. If the HRA withdrew after step 1, it would eliminate the possibility of inappropriate advice or, perhaps more importantly, avoid undermining the HRA's credibility with the unions.

RECOMMENDATION: The role of the HRA should be to advise, coach and train supervisors and managers to deal with labour relations issues at the front end of the process, up to and including step 1. Anything beyond step 1 in the grievance procedure should be handled by the Administrative Head in consultation with an experienced employee relations specialist. The HR advisor would, of course, provide the specialist with the information relating to the disagreement, but would not be responsible beyond this point. (Step 1 involves meeting between a grievor and his or her immediate supervisor. Step 2 meetings involve the Department Head; Step 3 meetings involve the University Labour Committee.)

Organization and Relationships: In addition to external clients, the HRAs interact with three main UBC groups: 1) their clients 2) their colleagues in the HR Department, and 3) others they need to work with in carrying out their duties. The close working relationship with their client units which results from the current practice of permanently assigning one advisor to a group of client units is a good option for some. The "client councils" organized by HRAs enhance this relationship, but it is unfortunate that these councils are not always widely used, nor broadly based, nor at senior levels.

1) Clients. Some feel that it is desirable for HRAs to be in close proximity to their client units. Even with e-mail and voice messages, given the key role of the HRAs, it is to their and their client's advantage to get together as easily as possible and an 'on-site' option makes this possible. One HRA is currently located in the Faculty of Medicine (the client unit) and this arrangement works very well. However, due to the limited number of HRAs and the need to assign individual HRAs to several units, such proximity cannot presently be widely assured.

RECOMMENDATION: We recommend that, if possible, when requested by the units, HRAs be moved into their client units and their reporting relationship to the unit administrators and to the Department of Human Resources be specified. If groups of clients could find accommodation for Advisors within their work area, an 'on site' advisor could be an option for them. Also, a clearly understood back-up system, through Personnel Assistants or some other alternative would be advantageous to clients. HRAs who are not located in client units should be issued with cellular phones to facilitate efficient communication.

2) Colleagues in the HR Department. Concern was expressed to us that this interaction was undervalued, and could lessen if HRAs were located in the client units. If there is a change of location, great care must be taken to ensure that the HRAs continue to be major contributors to the Department's mandate and that their reporting relationships are well identified. The HR Department should recognize the importance of the role. In our opinion, the current internal administrative arrangements may not always give HRAs the leadership and support that they need.

RECOMMENDATION: That advisors report to and have access to a senior person in the Department, if not the Associate Vice-President then a Director. We understand the advisors may be incorporated into the Employee Relations group. If this is so, a fundamental review should be undertaken by the HR Department relating to the leadership issue and to our concern regarding having the HRAs' work weighted too much towards employee relations issues. This is a point we raised earlier. We recommended a separation, as far as possible, between problem solving and development roles on the one hand and negotiation activities on the other.

3) Deans, Heads and Directors; Vice-Presidents. The importance of the role of HRAs must be clear so that they have no difficulty of access when that is necessary. This is especially so when the issues that are under consideration have relevance to the position of faculty, to issues of equity and human rights, to organizational changes, or to matters of legal import. Equally, much of what the HRAs will do will require that they deal with the representatives of the various campus unions. For them to do this effectively, the importance the University attaches to what they do needs to be clearly articulated.

RECOMMENDATION: That the importance of the Human Resource Advisor, as we recommend it be constructed, be recognised and supported by the University administration and by the Unions.

Importance of the Position: The "Position Description" states: "Implications of decisions or advice may be grievance or litigation with financial and legal consequences for both the Department and the University. Delays in service may result in disruption to client department operations and result in an unfavorable image of the Department and the University. Communication of inaccurate information/advice, faulty analysis resulting in [un]successful (sic) grievances could result in legal and/or financial liability, restrictions on operations, damage to credibility and poor relations with unions and employees."

We agree with this statement, and the importance of the position is further clarified if this negative statement is stated in more positive terms. An advisor's job, done well, benefits the University enormously. Good recruiting, timely and accurate advice, the avoidance of disputes, their speedy and non-adversarial settlement when they do occur - all ensure good employee relations and the avoidance of what can be lengthy, expensive and acrimonious arbitration and legal proceedings.

RECOMMENDATION: That in any review of the position of HRAs by the HR Department based on this Report, the qualifications, rank and remuneration of HRAs be set appropriately, bearing in mind the expectations and responsibilities of the position. Clients expect breadth and depth of knowledge across a range of HR issues; therefore, recruitment standards must be set to attract those who have substantial experience in the relevant areas. Client needs are not well served when this position is used primarily to train new hires to be HRAs.

Part Three

Effectiveness and Accountability of HR

In this section of our report we provide our assessment of the effectiveness of the Department as well as examine a number of specific issues that have a bearing on the current and future successful operation of the Department. To begin this assessment, we cite the Department's own statement in the report to our Committee.

In the early 1990's, "the Department was perceived as painfully reactive and as a creator of barriers and [an] enforcer of policy. The transformation task was to turn the human resource function from reactive to a proactive enabling role - while ensuring the full integration and alignment of departmental and university goals - the ultimate goal being the creation of an energized, integrated client-service function."—November 1995 *Report to the Review Committee of the Department of Human Resources* (p. 17).

Feedback to this Committee from members of the university community supports the view that under the leadership of Frank Eastham, Associate VP for Human Resources, the Department had indeed moved toward a more positive, enabling role in the University. While there are areas of dissatisfaction expressed by members of unions which will be discussed and addressed later, many individuals interviewed characterized the Associate VP and his staff as flexible and responsive to issues raised by units and individuals and as being dedicated professionals. The Committee recognizes the vision, energy and enthusiasm that Frank Eastham brings to HR matters at UBC and it recognizes the dedication of the Department's staff. We applaud the direction now being taken by the Department, recognize the amount of effort and talent involved in changing the perception of many clients on campus and making the improvements in the delivery of the Department. We encourage steps be taken to further improve the performance of the Department.

There are a number of specific issues that need to be addressed in order to maintain the positive momentum of the Department.

(1) **Senior Level Succession Planning**: Strategically, the Department and therefore the University are at some risk because of the lack of depth in the management of the HR Department. The Department's organizational structure does not enable other senior staff members to acquire the necessary experience or visibility so that they could succeed Frank Eastham. Several individuals expressed concerns about the long term leadership of the HR Department. We share this concern.

RECOMMENDATION: That the HR Department institute a succession and development plan which addresses the long term leadership issues and which trains current managers to assume senior and strategic planning roles. This plan should also identify gaps in the current staffing of senior management levels in the organization and should include steps that will ensure efficient and effective operation of the Department during any extensive absences at the senior level of the Department.

(2) **Communication within the HR Department and with the UBC Community**: To make best use of individual expertise, intra departmental communication and trust must continue to be fostered. Open discussion and understanding of the complex and varied problems encountered and solved by HR staff are beneficial. Feedback from staff members suggests that more attention should be given to finding ways to increase the flow of information among HR members and between management and staff. The need for continuously improving communication between the HR Department and both faculty and staff was stated in many of our interviews. The current pace and diversity of work by HR managers and staff makes it difficult to attend to the need for such communication within the Department and between the Department and the University. Nevertheless, it is essential, in our view, that this process receive considered and continual attention by the Department.

RECOMMENDATION: That the HR Department explore ways to encourage and ensure open communication <u>within</u> the Department and <u>between</u> the Department and other units and individuals on Campus. We recommend that the HR Department implement such initiatives quickly. Specific recommendations which might be explored include:

<u>Internal</u>

(1) That weekly or bi-weekly meetings of the HR Department be held, or continue if already in place, with a rotating Chair and focussed agendas.

(2) That HRAs and other members of the HR Department be kept informed of all changes in University policy and structure which could affect their portfolios, so that outdated or inaccurate information is not transmitted or acted on.

(3) That the client council meetings with HRAs and invited guests continue, be well advertised, and that client input for topics for discussion be actively sought.

<u>External</u>

(1) That a monthly on-line HR Information Bulletin be created to communicate HR changes and updates to the University Community. Input from all sections of HR would be expected, as well as from the wider community. Preferably such information should form part of a Human Resources homepage on the WWW.

(2) That the current phone system be upgraded with cell phones or some other technology to put clients more quickly in direct contact with HR professionals.

(3) That the results of arbitration and Step 3 grievances be communicated quickly to faculties and departments, along with informed comment about the implication of such results for future operations, and be made available in electronic format so that the experience gained be understood and used so as to avoid recurrence of the problems.

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(4) That reclassification cases now under review be processed expeditiously and not delayed until the final implementation of JESP, and results of reclassifications be communicated to respective individuals/units as soon as possible.

(5) That the results of various stages in the reclassification process be communicated to individuals and units in a more timely fashion.

(6) That confirmation of details regarding a job offer (name, SIN, UBC ID, salary, grade/level, starting date) be made available to the hiring unit in a timely fashion.

(3) **Relationships With Unions**: A long-term goals of the University is to be among the best employers in North America. One of the mechanisms promoted by the HR Department which is intended to move the University in this direction is "to build a partnership with the unions". While some union commentary to this Committee characterized relations with the University as improved in some areas, others perceive that unions are ignored in the University's planning processes and they characterize the HR Department's role as obstructionist on many matters.

It is the Committee's observation that at a fundamental level there are aims and objectives of the University and the unions that are in dramatic opposition. The University and the HR Department, through its efforts to serve the mandate of UBC, want flexibility and efficiency in their strategic initiatives so as to deal with major changes in the environment. The unions want consistency in the face of changes which put pressure on jobs within the University.

RECOMMENDATION: That the HR Department, which has a role in serving the University and its individual members, make a serious and systematic examination of areas of agreement and successful partnering between the University and the unions and areas where these are absent. Having identified these arenas, we recommend that the Department develop jointly with the unions a broad array of strategies which provide security in employment on the one hand and serve the mission of the University which faces fiscal, technological and social change. The current reliance on concepts and language such as "partnering" if promoted without regard to fundamental disagreements in philosophy and aims between the administration and unions seems likely only to exacerbate negative feelings and distrust from the latter groups.

It is the Committee's view that the HR Department can act, and in some areas is acting to broker improved working conditions and relationships. However, more varied strategies that reflect differences are needed. We note also, that for the HR Department to succeed in such endeavours requires a willingness on the part of union leadership to engage in the process constructively. Our mandate is to comment and advise on HR Department philosophy and practice and we do so knowing the difficult challenges inherent in the process.

(4) **Job Evaluation**: The new point factor job evaluation system being developed by the employee groups and the HR Department is intended to capture the attributes of various aspects of work in a consistent manner. This project is an example of a joint agreement with the unions and the employee associations that is intended to and should reduce costs in the long run. Despite the growing pains associated with such a large undertaking it is vital, in our opinion, to the University and to improving its management of human resources.

RECOMMENDATION: That the new job evaluation system be completed without delay, thereby providing a basis for making necessary changes.

(5) **Information Systems and Transaction Processing**: The University has an urgent and continuing need for access to HR information. At present this is met by a mix of departmental and central information systems. The Integrated Human Resource Information Systems (IHRIS), although successful in some aspects does not appear to provide an adequate centralized HR data base. Access is distributed to only a few large departments. Input from our interviews suggest that problems with the payroll system manifest themselves in payroll difficulties. This is a complex issue and the root of the problem may be elsewhere. IHRIS, however does not seem to be working to its potential. For example, is it a payroll system or an integrated information system for UBC?

RECOMMENDATION: That the HR Department and Financial Services and others should clarify the mandate of IHRIS and establish how this mandate can be best achieved.

(6) **Benefits**: Based on information from our interviews, it would appear that it is difficult to obtain information about the actual costs of benefits to the University. On an individual level, employees do not appear to know who to contact or how to obtain information about their individual packages. This assumption could be checked by the HR Department.

RECOMMENDATIONS:

1) That benefit costs be incorporated into financial, human resource and budget systems.

2) That procedures which have been established and publicized, and which identify clearly where and how employees can receive information about their benefit packages and costs, should be reviewed for effectiveness.

3) That employees receive reports annually on their benefits and/or have on-line access to their personalized benefit packages.

Part Four

Conclusions and Final Recommendation

Our report has focussed on the mandate, roles and responsibilities within the HR Department as well as on the effectiveness of the HR generalist. We have also examined and commented on the effectiveness and the accountability of the HR Department.

Integration of HR Functions on Campus

We were asked to provide benchmarking information on the HR Department, making comparisons with HR Departments in other organizations. As noted in the preamble, the practice of Human Resources Management in an organization as large and complex as UBC is highly context bound. There are no truly comparable organizations or fully valid data for benchmarking purposes. We gathered information from six Canadian universities (the universities of Alberta, Calgary, Manitoba, Toronto, Saskatchewan and Western Ontario) on the way they approach integration of HR functions and practices. By integration, we mean combining academic and non-academic functions under one department or area. Categories of practice where integration might occur included Collective Bargaining, Record Keeping, Recruitment, Training and Development, Workplace Environment, Organizational Development and Conflict Management, and Pension and Benefits.

While these descriptions do not permit any inferences about best practices, some comparisons are possible and are presented in the following table.

Table 1: Level of Integration of HR Functions

Function	Fully Integrated	Partly Integrated	Not Integrated
Collective Bargaining	Calgary Manitoba Toronto	Saskatchewan Western	Alberta UBC
Record Keeping	Calgary Manitoba Saskatchewan Toronto Western	UBC	Alberta
Training & Development	No data for Calgary	Manitoba Western UBC	Alberta Saskatchewan Toronto
Recruitment			Alberta Calgary Manitoba Saskatchewan Toronto UBC Western
Conflict Management		Alberta	Saskatchewan
Organizational Development		Calgary	Toronto
Workplace Development		Manitoba	UBC Western
Pension & Benefits	Alberta Manitoba Saskatchewan Toronto UBC Western (No data for Calgary)		

It becomes apparent on examining this table that there is variation across the six universities with regard to the level of integration of HR functions as well as variation across functions. Recruitment, for example, is decentralized to some degree, with the HR Department playing a coordinative role. Record keeping, pension and benefits administration also tend to be primarily the responsibility of the HR Department.

There was most variation across the universities for the Collective Bargaining function. This is not surprising, given differences in history and culture of employee relations at different universities and in the larger Provincial contexts within which they operate. Nevertheless, there was more integration of this function and its activities than we had expected. The most common arrangement is for the HR Department to assume a leadership role for negotiations involving staff other than academics. Even where collective bargaining is fully integrated (Calgary, Manitoba, Toronto), there appears to be different committees for academics and for non academics. In Calgary, the Vice-President (Academic) is represented by one of the Deans on the Faculty Negotiating Committee. At Manitoba and Toronto, the composition of bargaining teams changes for each employee group or union. At the University of Toronto the VP (Human Resources) serves as chief negotiator in both academic and non-academic negotiations.

Our Committee considered the issue of how integrated the UBC collective bargaining activities should be and we put to several interviewees the question of whether UBC as an institution and its members would be better served by fully integrating this function within the HR Department. (The Department is currently responsible for coordinating collective bargaining of non-faculty staff.) Responses were mixed and typically strongly held, for or against full integration. It is our Committee's view that the issue of the degree and nature of integration of Employee Relations within the HR Department should be the subject of a separate assessment undertaken in the fairly near future. We do not have a position on which direction UBC should proceed; fuller integration or the status quo for example. We do believe that the level of integration of HR functions at UBC merits review in the near future.

Final Comments

Our overall conclusion of the HR Department, based on the evidence available to us, is that it is doing a good job and is making strong efforts to improve the quality of service it provides to its UBC clientele. The most notable achievement is the desire to be a responsive and effective organization which is an integral part of the pursuit of the University's mission. Frank Eastham (Associate Vice President, Human Resources) deserves credit for this achievement as well as projecting a progressive image for the Department outside the University. The Department has many highly dedicated staff members who are working very hard under, in many cases, difficult conditions.

We have suggested ways to broaden its mandate. We encourage a sharing of the recognition and practice of excellent human resource management by all units on Campus. We have commented on ways in which the roles and responsibilities of the HR Department can be expanded and sharpened. We have emphasized the importance of training, information sharing, performance management and career development as important roles and responsibilities for HR.

We have specifically examined the concept of "Generalists" and we recommend a change in title to Human Resource Advisor. We recommend a hybrid model for HR Advisors that takes into account a continuum that includes HRAs being fully responsible to specific client units on one end of the range, and HR Specialists who are located within the HR Department on the other end. We have also recommended that HR Advisors focus on the training, counselling, problem solving aspects of HR and that employee relations issues be dealt with primarily by the ER Specialists.

We have urged the HR Department to institute and manage a formal succession plan and to change its organizational structure and practices so that several senior managers have the ability to become conversant with the Department's operations so that succession is ensured. We have recommended that the Department create and manage procedures to ensure open communications within the Department and with other units. We have encouraged the HR Department to explore systematically ways to increase the possibilities for agreement and partnering between the University and the Unions. We have identified areas for attention regarding Job Evaluation, Information Systems, Records Management and Benefits.

We have found this review process to be instructive and to have been a valuable way to learn about the practice of Human Resource Management at UBC. As we said at the outset, managing human resources on this Campus is a complex undertaking. We hope that the communication of our observations, insights and recommendations will prove helpful to the HR Department and to the University community in general. We close this report with a final recommendation:

RECOMMENDATION: That review of the HR Department be established as a regular process at UBC. This may take the form of internal reviews every three years and an external review within a longer time frame. It may also include the establishment of an Advisory Board to the HR Department which can provide ongoing advice and support to the Department.

It is the Committee's belief, that such steps would prove helpful to the Associate VP of Human Resources and to the professionals within the HR Department as they continue to strive to improve their service and the quality of the human experience on this Campus.

walking through the forest after a spring rain

playing a round of golf on your local course

cantering along the trails on horseback

a game of racquetball or tennis on campus

picking blackberries for this evening's dessert

planting daffodils and crocus bulbs on your patio

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The deadline for the October 31, 1996 issue of UBC Reports is noon, October 22.

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Housing Wanted

HOUSE OR APARTMENT (furnished preferred). Jan. and Feb. maybe March. Point Grey, Kits. preferred. Mature professional N/S couple, N/P, no children. Refs. (613) 232-7632.

HOUSE WANTED WEST-SIDE furnished house/low-rise required by retired couple with clean, mature Labrador. Guarantee no damage. Jan/Feb to April/May/June /97. Dates flexible. (604) 932-6478.

For Sale

"UBC LANDMARKS" - Buchanan Bldg., Sedgewick Library, Main Library, Museum of Anthropology - set of 4 limited edition prints. Artist: Calum Ian Srigley. Framed. Offers. 536-7930.

Services

UBC FACULTY MEMBERS who need independent assistance in selecting the most appropriate UBC Faculty pension or retirement options call Don Proteau, RFP or Doug Hodgins, RFP at 687-7526 for more information. Independent financial advice for faculty members since 1982.

TRAVEL - TEACH ENGLISH! CGTTI offers in Vancouver a 1 wk (Nov. 13-17) eve/wkend intensive course to certify you as a Teacher of English (TESOL). 1000s of overseas jobs avail. NOW! Free info pac. (403) 438-5704.

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Events

SINGLES IN SCIENCE. Single people interested in science or nature are meeting through a nationwide network. Contact us for info: Science Connection, P.O. Box 389, Port Dover, ON N0A 1N0; e-mail 71554.2160@compuserve.com; 1-800-667-5179.

Next ad deadline:
Tuesday, Oct. 22, noon

News Digest

Michael Lesk, who helped create the Unix computer operating system, will deliver the 1996 UBC Library Lecture.

Focusing on the future of the digital library, Lesk, head of the Computer Science Research Dept., Bellcore, Morristown, N.J., will discuss how to develop practical digital libraries, their economic advantages and whether or not Net surfing will replace reading books.

He will also address issues concerning searching and navigating the Net, the future of publishing and scholarly communication, royalties, student access to education through digital communications and how universities can prepare to meet the challenges presented by the Web.

Digital Libraries and their Future, or, Outsourcing the University: Threat or Boon? takes place on Thursday, Oct. 24 at 12:30 p.m. in room 110 of the Henry Angus Building. For more information, call 822-3310.

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The Social Sciences and Humanities Research Council of Canada (SSHRC) recently announced the post-doctoral and doctoral fellowships for 1996/97.

Of 419 doctoral fellowships across Canada, UBC awarded 41 fellowships.

In the post doctoral category, seven out of 100 fellowship holders will pursue their studies at UBC.

This year the SSHRC will invest approximately $79 million in basic and strategic research, graduate student training, and the communication of research findings in the human sciences.

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Political Science student Stanley Tromp and Science student Shirley Chin are the winners of the first annual Use of Freedom Essay Contest.

Tromp, whose essay explored answers to philosophical questions about the nature of freedom, took first prize. Chin's analysis of how Canadians use their freedom garnered second prize.

All UBC third- and fourth-year undergraduate and graduate students are eligible to enter the contest which awards a cash prize to the winner. The 1997 submission deadline is May 30. For details and application forms, write to M.C. Harrison, 1509-1450 Chestnut Street, Vancouver, B.C. V6J 3K3. Applications are also available on campus at St. Mark's College, 5939 Iona Drive.

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Chromos

Chromos Molecular Systems Inc. is an innovative, international applied biosciences company whose business is the commercial application of a unique proprietary mammalian artificial chromosome technology for use in the fields of gene therapy, transgenics, and cellular production systems. The company will open its Vancouver laboratories in December and invites applications for the following positions:

- **Vice President, Research and Development.** M.D. or Ph.D., with experience in the commercial sector.
- **Chromosome Engineering.** Research scientists positions: Ph.D. in molecular biology, experience with gene transfer (targeting) in mammalian systems, including vector design.
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Please fax or send your application letter, curriculum vitae and the names and addresses of three references **before October 30** to:

Staff Relations
Chromos Molecular Systems Inc.
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http://www.chromos.com for information on the company

Forum

Whither or Wither?

Universities after a millenium

By M. Patricia Marchak

Patricia Marchak is former dean of Arts and a professor in the Dept. of Anthropology and Sociology. The following is taken from remarks made to the Vancouver Institute.

Universities are under fire everywhere these days. They are accused of failing to teach well, or of failing to teach the right subjects, of being elitist or of being too democratic. They are accused of being too Western in orientation or of failing to respect the Western tradition. The technological revolution, demographic change, and globalization are all having an impact on universities, and everywhere they are struggling with declining funds and many expensive demands.

A technological revolution is underway and it has the potential to provide high-quality interactive computer education to a mobile, multilingual, highly diverse global population, and to do this with minimal professorial support staff and low space demands. This form of education can be and already is being produced by private companies.

In some fields, the traditional format of lectures, seminars, labs and tutorials was already outflanked by television three decades ago. Students could learn about lost civilizations or the habits of field mice without introductory university lectures. Traditional undergraduate structures were not immediately threatened because television stations could not give credits for courses and viewers had no control over viewing schedules. Now with both video and interactive computer technologies, where students control the timing and the computer itself can provide the testing, traditional classrooms are obsolete in fields where close personal supervision or intense interaction are not essential.

Established universities and upstart private companies are now competing for a market that is sure to expand. Institutions based anywhere in the world can provide degree programs on the World Wide Web or by distance education in competition with existing programs at local universities. As more and more of what is called education becomes a commodity in privatized global markets, such competition will become ever more fierce. Up-front costs are heavy. But the saving will be on professorial faculty numbers as programs displace them. Survival for faculty members will depend on ability to do the research and development for new programs, and there will be competition for contracts.

Credentials will follow the technological possibilities. If students can learn a course at home via computer and video technologies, the university need only devise testing methods. The assumption that learning requires so many credit hours of class time is already passé.

A likely outcome of technological change in any event is de-emphasis on the kinds of credits, diplomas, and degrees of the past. New situations tend to oblige us to recreate accreditation systems, just as occurred when the crafts system gave way to industrial capitalism in other fields. In fact the university is the last of the crafts guilds to face change. With its student apprentices, graduate student journeypersons, masters and doctors, its organization could only survive as long as the students needed the faculty.

Such sweeping changes as these will not occur gently. Faculties everywhere are organized, articulate, increasingly litigious, and militantly opposed to downsizing of either their salaries or their numbers.

Faculty members will argue that a major part of the learning process is embedded in the interactions between teachers and students in classroom and informal settings; that education does not consist simply of mastering grammar rules or the basic principles of economics. And they are right.

But the contest is not between the ideal they describe and the computerized alternative. The ideal is already gone, buried in large class sizes and stretched out teachers. Students are no longer a homogeneous group of young people just out of high school. They are all ages, both sexes, often have families and paid work, and they have very little time to interact on the models of an earlier era. For them, interaction with computers, supplemented by occasional discussions with faculty or meetings with other students, is a means of acquiring an education that would be otherwise inaccessible. For the society, an end result is achieved at an affordable price, though its quality may be dubious.

Marchak

The atmosphere of the marketplace pervades the university today, and arguments on behalf of quality education, the kind that is supposed to inculcate skepticism and encourage wisdom, are not high on many business agendas. No longer education for its own sake, or the cultivation of the mind, the search for truth, the love of perfection, sweetness and light. When education is a commodity, those who can provide a competitive product for a demanding market will survive; the others will go to the wall. There is no measure of quality beyond the market.

As is so often the case, the problems of one era grow out of the benefits of a previous one. There is no doubt that democratization of higher education over the past half-century has been a great boon to both individuals and society. The expansion of intellectual skills has benefited everyone, but it brought with it some unintended costs. One was that as more people obtained bachelor degrees, the market value of the degrees declined. Then the push was on to increase access to graduate programs, but again, the market value of degrees diminished. Then as chance had it, the economy ceased to grow at its 1970s rate, and universities lost their expansionary movement. By the mid-1990s, there are large and numerous undergraduate and graduate programs, insufficient funds to maintain them, and the academic job market is shrinking. Because we allowed growth to occur without imposing academic criteria, we are unable to make decisions about what to keep, what to cut, what matters most and what matters less.

> **"The ideal is already gone, buried in large class sizes and stretched out teachers."**
>
> -Prof. Patricia Marchak

Decisions at this stage must take into account the demographic changes of the past few decades. The university for most of its long history was a male preserve. The democratization of the post-war period included equal entry for female students. By the mid-1990s three quarters of undergraduate students in arts and education faculties, half in law, medicine and science are women. In the humanities and social sciences, half of master's students and a third of PhD students are now women. The trend clearly is toward continuing feminization of universities and their numbers are increasing most rapidly in the liberal arts. Though senior faculty are still predominantly male, a third of faculty recruited in the last half dozen years in the humanities and social sciences are women, consistent with their proportions in the PhD recruitment pool.

Ethnic heterogeneity is more difficult to measure, but certainly students at this and other Canadian universities are increasingly multicultural populations. I doubt if there is one dominant ethnic group at UBC in the mid-1990s.

A changing gender ratio and ethnic heterogeneity of the student body have brought about some changes in what is called the canon of the liberal arts. The heterogeneous population now studying at universities in Canada may have a reasonable complaint when it comes to the curriculum's emphasis on the Western scientific tradition, literature, philosophy, and social sciences. Only two decades ago, when asked what is the function of a university, I and many others would have included in our response "To transmit our cultural heritage to another generation." Obviously the cultural heritage is much more complex now than it was when Canadians were predominantly of European descent.

But while the discovery of women's literature and translated versions of work by writers outside the European tradition has changed the curriculum, the questioning of what used to be the canon has now become a more general questioning about how great works are identified, who chooses them, and for what purpose.

The debate on the canon rages in the humanities and has deeply penetrated the social sciences. It has had little perceptible effect on the sciences where another tradition, realism or Western rationalism, has long organized knowledge and the pursuit of it. This tradition embeds two basic ideas of the university. One is that truth exists independent of human perceptions of it. The second is that in seeking truth, the personal characteristics of the seeker are irrelevant. These two ideas gave the stamp to the university as a unique institution. Unlike religious institutions, the university did not seek knowledge through revelation, and was not dependent on guru-like transmissions of insight. Empirical science imposes strict demands on those who seek truth. The rules of inquiry are explicit and objective.

I personally take the view that reality does exist beyond human perceptions, thus for me, the seeking of a correspondence to truth and the sober attempt to be objective make sense. One who takes the rationalist position however, cannot ignore the legacies of history in the European and also many other cultures. Sexism and racism appear to be universal issues, and every contemporary society in a globalized economy is struggling with problems of gender inequities and ethnic conflict. That universities have discriminated against women, aboriginal peoples, and non-Europeans is undeniable though the discrimination was systemic and rooted in their larger cultures. That the curriculum reflected and no doubt still reflects human prejudices is obvious. Certainly our universities have to grapple with these moral and intellectual issues.

In taking the position of the realist rather than the idealist, I do not imply disbelief in the reality of discrimination. But for universities the question at the base of all this is: is there a common purpose in this institution, can we sustain the Western rationalist tradition more particularly, and still ensure that all peoples, both genders, and persons of numerous philosophical and religious traditions, feel comfortable in the university?

I actually think not. If the university is maintained as a secular institution, then many of its teachings will offend one group or another.

So this debate over reality is not merely academic. As a society we do have to decide whether all versions of everything are equal, whether anything is more true or more important than any other things, and whether there is an intellectual direction to our academic institutions. If we cannot make those decisions and stick with them, then perhaps it is time to replace expensive universities with alternative institutions that cater to selected populations or, as profit seekers call them, niche markets.

A burgeoning literature decries the decline of the university on the grounds that the curriculum has lost its bite, that what now passes for an education in the humanities is pablum, served cafeteria-style. Intellectual rigour, academic standards, uncomfortable demands for genuine learning have been replaced, say the critics, by fear of offending anyone, zero tolerance, and incapacity to distinguish between — to quote Howard Bloom—Chaucer and Batman comics. It is not that the Western canon has been replaced by an equally demanding other cultural heritage, but that it has been replaced by paralysis of the spirit. That is what is causing the death of the university, according to these critics.

A measure of this paralysis might be noted in contemporary mission statements. Universities of the past had their latin mottoes. But their governors felt no need to enunciate mission statements. Over the last decade, facing declining public funds and increasing public demands, mission statements have proliferated. The one at UBC is typically superficial: "to be world renowned." Another phrasing of it is, "to be second to none." These vapid statements epitomise the dilemma of the modern—or perhaps post-modern—university.

Universities did once have a mission, unstated because it was self-evident and unambiguous. The mission was, as the sciences continue to believe it is now, to seek truth and to impart such truths as were found to another generation.

Lost missions imply a loss of identity, and some writers argue that universities have, indeed, lost their bearings. Whether we think the changes are good or bad, there is little doubt that universities are not what they used to be nor are they likely to persist in a recognizable form in the future.

Technology, globalization, and the pressures of the marketplace are all pushing toward a dismantling of the large university. In its place institutions will become established for niche markets, providing their wares in various languages and training their students for a global marketplace. Science, as long as it is useful, will continue to receive funds either from private or public sources, but even science faculties will have to compete for students with private institutes and global invaders.

If alternative research and educational institutions can perform many of the functions now undertaken in universities, and do it at lower cost to the public purse, do we still need these expensive institutions?