

REPORT WILL SHAPE UBC'S FUTURE

The UBC Senate will begin discussion on Nov. 1 of the final report of its Ad Hoc Committee on Long-Range Objectives. The five-chapter, 132-page document has been in preparation for the past 16 months and is meant to serve as a guide to development of the University over at least the next decade.

The special meeting of Senate on Nov. 1 will take no formal action on the report. The discussion will serve as a guide to the thinking of Senators on the recommendations in the report and will be continued at Senate's regular meeting on Nov. 12.

The special meeting will be open and 30 tickets for the public gallery will be available. Reservations can be made by calling the registrar's office up to 24 hours in advance of the meeting.

The two most complex and controversial issues which the committee tackles are the questions of the limitation of enrolment and the improvement of the academic organization of the University.

The committee was unable to reach unanimity on either of these issues. The majority of the committee recommended limiting UBC's enrolment to 27,500, but its chairman, Dr. Cyril Belshaw dissented. On the question of changing the organizational structure of the University, the committee agreed on some recommendations (nos. 18 to 26, with a minority opinion on the question of the term of office of department heads), but divided 6-5 on a fundamental issue.

The majority favoured retaining the existing basic structure of the University, with some modification; the minority proposed dividing the University into a number of federated colleges, eliminating the existing faculties and creating three academic divisions, each containing several colleges and institutes and each potentially a separate university.

CAMPUS ALTERS

In a brief introductory chapter, the report refers to an earlier document of similar nature, *Guideposts to Innovation*, published in 1964.

The committee notes the changes in the "intangible environment" on campus over the last five years, and how they have affected the committee's structure and its operations.

Guideposts was prepared by a committee of seven faculty members and one alumni Senator, appointed by and reporting directly to the president.

The present committee is a creature of the Senate. Four of its members were elected by Senate, five were appointed by the president, three are *ex-officio* and two were co-opted by the other members.

Two members of the *Guideposts* committee are members of the Senate Long-Range Objectives Committee. They are Prof. Cyril Belshaw, head of the department of anthropology and sociology, and Prof. John Norris, of the department of history.

Other members are Dr. Robert Clark, director of academic planning; Dr. W. D. Finn, head of the department of civil engineering; Mr. K. M. Lysyk, professor of law; Dr. J. R. McIntosh, professor of education; former student senator Donald Munton; Dr. M. W. Steinberg, professor of English; Dr. R. W. Stewart, professor of oceanography; Mr. D. R. Williams, Alumni representative; and former Chancellor John M. Buchanan, President Walter H. Gage and Registrar J. E. A. Parnall, who are *ex-officio* members.

The Belshaw report notes that the *Guideposts* committee contained no student representation and that its report was pervaded by "the implicit and imperturbable conviction that the faculty knew what is best for students, at least in the broad realm of academic affairs." That assumption, the committee notes, is no longer unchallenged.

In chapter two, the committee deals with the question, "What should be the main academic goals at this University?" The three goals it identifies are the preservation and extension of knowledge; the development of the individual student; and serving the needs of people in society.

The report devotes more space to the Uni-

UBC REPORTS

Vol. 15, No. 20, Oct. 23, 1969, Vancouver 8, B.C.

UBC REPORTS CAMPUS EDITION



Dr. Cyril Belshaw, head of the anthropology and sociology department, was chairman of the Senate committee on long-range objectives.

versity's social role than to the other two goals. It says the University should help students prepare for a career that will be useful to them and to society, but without overemphasizing technical training that could well be provided elsewhere.

It notes that some students and faculty members feel the University should become more an instrument for social reform, through political, practical or cultural means.

The committee concludes that the University should not give strong emphasis to the preparation of students for political participation; that the University itself must continue to remain neutral in political controversies; and that faculty members and graduates should become more involved in political affairs but only as individuals and not as spokesmen for the University.

NOT EQUIPPED

In its concluding comments in this chapter, the committee says: "We recognize that increasing numbers of students are challenging goals and priorities within the University. More and more they are asking moral questions. They are questioning the moral values faculty members bring to the decision-making process in department, faculty and Senate meetings.

"Very many faculty members do not feel equipped by virtue of their own scholarly training to cope with these questions. Often they would prefer to avoid them.

"We believe that the students are justified in raising these questions and expecting faculty members to discuss them. This is not an argument for importing a discussion of Plato's doc-

trine of the good, the true and the beautiful into a class on mineralogy or differential equations. But it is an argument for developing the sort of university where students feel free to raise such questions with their professors in informal gatherings, and where at least some faculty in every department are willing to engage in dialogue with the students on these and related topics."

Chapter three of the Belshaw committee's report approaches the academically and politically hot issue of restricting enrolment at UBC.

The committee says that the basic question of how many students should be provided for in all the public universities and colleges of B.C. is a political question and that it must be resolved in the political arena.

The decision as to how many students should be admitted to UBC, it says, is a matter for the University's Board of Governors. It adds that it hopes its recommendations will be useful to the Board.

But it says that, because of UBC's special position in the field of higher education in British Columbia, "we cannot responsibly advocate any enrolment policy without taking into consideration the needs of other universities and colleges in the province, and the needs of students who may want to attend our institution or others."

After discussing enrolment trends and some projections into the future, the committee in a majority recommendation calls for the restriction of total undergraduate enrolment on the present campus to a maximum of 22,000.

The majority also recommends that the annual rate of increase of graduate enrolment be limited to 15 per cent, reaching a maximum of 5,500 in 1974-75. It says these enrolment policies should be reviewed by a Senate committee every five years, and new recommendations made for the succeeding decade.

(In the winter session of 1968-69 UBC had an enrolment of 17,632 undergraduates, including 1,209 enrolled in post-bachelor professional programs, and 2,456 graduate students for a total enrolment at Dec. 1, 1968, of 20,088. The committee's majority recommendations, if adopted, would impose a ceiling on total enrolment of 27,500 students, in a ratio of four undergraduates to one graduate. This would mean an addition of 4,368 undergraduate and professional students and 3,044 graduate students).

UBC ENTRANCE

The committee also recommends that first-year entrance requirements for B.C. students be raised to 65 per cent, the level now required for students from outside the province, beginning with the academic year 1970-71.

The committee notes that this recommendation has, in effect though in a different form, already been adopted by Senate. In September, 1969, on the recommendation of its committee on enrolment policy, Senate decided to restrict first-year enrolment for 1970-71 only to 3,400 students, which is the equivalent of raising admission requirements to 65 per cent.

(UBC's policy in the recent past has been to admit all applicants with a B.C. Grade XII average of 60 per cent or better. However, on Feb. 26, 1969, Senate adopted a new policy for the 1969-70 session guaranteeing admission to first year only to those students with an average of 65 per cent or better, and stipulating that those with averages ranging from 60 to 65 per cent would be accepted "only if the University has the physical, financial and educational resources to accommodate them.")

Raising first-year entrance requirements for B.C. students to 65 per cent will not be enough, in itself, to restrict enrolment to the limits proposed, the long-range objectives committee said. For long-term effectiveness, enrolment must be limited in both first and second years of the largest faculties — arts, science and education.

The majority of the committee recommended an enrolment-quota system, beginning in the fall of 1970 for a five-year period, covering the first two years in these faculties and in agricultural sciences and physical education and recreation

Please turn to page two
See REPORT

REPORT *Continued from page one*

education, and for the first year in commerce and business administration.

The quotas, the majority said, should be equal to enrolment in the programs concerned at Dec. 1, 1969, or the average enrolment for the four years 1966-67 to 1969-70. Deans should be free to adjust the proportions of the quota allotted to first and second year within their own faculties.

Where the demand for admission to a program exceeds the quota, the report said, limitation should be based on academic ability. The committee opposes quotas based on the student's geographic origin or previous institution.

In his minority submission, Prof. Belshaw agreed with the 65-per-cent entrance requirement but said the attempt to limit enrolment to 27,500 is arbitrary and unjustified.

In Prof. Belshaw's view, the total enrolment of the University should be based on the number of students that each faculty or college considers it has the capacity to educate. This consideration would take into account appropriate teaching methods and the availability of teaching staff, space, equipment and aids.

The calculations built up in this way would constitute a "student admissions budget" which would be subject to review and negotiation with the University authorities.

In its discussion of enrolment trends, the committee noted that a forecast made by the office of academic planning in April, 1968, predicted that, under existing admission policies, undergraduate enrolment would rise to about 30,000 and graduate enrolment to 4,400 by the fall of 1973.

This forecast is now being extended to a 10-year period and revised in light of the effect on UBC enrolment of the development of other universities and colleges.

In chapter four the committee turns to the question, "What should be included in the curriculum?" Appropriate curricula for UBC, the report says, ought to be based upon, and reflect in varying degrees, the following principles and functions: service to students, service to the community, relevance, flexibility, intellectual growth and specialist competence.

The report goes on to suggest devices to ensure that the curriculum embodies these principles and functions, and at the same time that changes in curriculum move relatively easily and expeditiously through the safeguarding hierarchy of departments, schools, curriculum committees, faculties and Senate.

STUDY ASKED

The committee then turns to the question of specialization vs. general education, noting that the balance between the two must depend on: (1) the varying intellectual needs of particular students for one or other type of education at one or other periods in their academic careers and, (2) the degree and pace of industrialization of the community served by the University, the social balance of the community, and the academic excellence of the secondary schools.

Demands for general education at UBC are met through broad elementary courses for first- and second-year students, general service courses in a discipline and the thematic cross-disciplinary program called Arts I. The report adds that there are "no centrally-organized programs in general education for the whole University, perhaps because of the difficulty of securing agreement on what they should include and how they should be taught."

The committee discussed a variety of proposals and decided that a study should be made, under the auspices of Senate, of existing general education requirements and courses with a view to coordinating them within a University-wide program that can provide general courses in any one of the four undergraduate years, general core courses and a four-year general education course.

In keeping with the view that a variety of learning situations is essential in a university, the committee recommends introductory courses in the first year of each program, provision for the improvement of writing and verbal skills and a measure of independent study and tutorial work in the last two years. They also ask for an assessment of classes given in residences and for a decision to be made by 1970-71 on whether or not to continue the experiment, terminate it or

enlarge it into a system of residential collegiate instruction.

The final section of the chapter, entitled "Teaching and learning," deals primarily with faculty teaching and students and the curriculum.

"Many faculty teach badly," the report says, "and most have no formal training in the craft, being expected to pick it up as they go along," and as long as many faculty are research- or society-oriented rather than student-oriented, "it is difficult to get the need for specialized training for university teachers taken seriously."

STUDENT VIEWS

To overcome this, the committee recommends the creation of a board of university instruction to arrange for instruction in university teaching in each department, school or faculty. In principle, the recommendation adds, "such instruction ought to be compulsory for all Ph.D. students who intend to engage in university teaching," and optional for all teaching members of departments. "They will have some incentive to take some instruction, since teaching is to be carefully assessed as a ground for promotion."

Also recommended is the use of committees of instruction in each department, school and faculty for inspection of teaching several times a year. Professionally designed questionnaires should be completed by students to obtain their opinions on the presentation of subject material.

Student opinion, the committee believes, should also be actively involved in the making of curriculum decisions. In advising students, faculty members can only explain curriculum in its technical aspects and in most cases lack the necessary information about student careers and community needs. "Hence a good deal must depend upon the University counselling service, and its liaison with the faculty," the committee adds.

These ideas are embodied in four recommendations (nos. 14 to 17), the most important of which call for coordination between faculty counselling activities and the counselling service of the office of student services, and a call for faculties to "come to grips with the question of student membership on curriculum committees, and devise clear, coherent faculty policies."

Chapter five of the report, which deals with improvement of the academic organization of UBC, is the only likely to cause the most debate in future months. The committee begins by pointing out that it is not considering the role and composition of the Board of Governors or the relation between the Board and Senate. "We are concerned with criticisms of our existing academic organization at the level of the department or school and the faculty, and the relations between them and the Senate," the report says.

The committee then lists "observable weaknesses" in the present academic organization and poses the question "How serious are these criticisms and how far-reaching are their implications?"

The committee was divided in trying to answer the question. On the central issue the vote was 6-5, the majority believing that it is possible to deal constructively with the criticisms by modifications of the present system, the minority believing that the criticisms are so basic that a fundamental restructuring of the University is essential.

NEW COLLEGES

Before dealing at length with the issues on which the committee was divided, the report sets out several recommendations on which there was general agreement.

The first two call for establishment of an orientation college for the first two years in arts and science and a College of General Studies, which would grant a diploma to students who do not wish a degree program in arts, science or one of the professional faculties.

The orientation college is a response to "the manifold problems faced by many students in the first and second years — the problem of what courses to take." The college, which could be envisaged as a separate entity, administratively and physically, would benefit those students who are not clear about their academic objectives.

The College of General Studies leading to a

*Please turn to page four
See REPORT*

Here are the The Senate c Which will g

Here are the 39 recommendations contained in the report of the Senate Ad Hoc Committee on Long-range Objectives. Except where otherwise noted, the recommendations are those of the majority of the committee.

1. We recommend that (a) the admissions policy of the university be modified: (i) to limit the total undergraduate enrolment on this campus to a maximum of 22,000; (ii) to limit the annual rate of increase of total graduate enrolment on this campus to 15 per cent; (iii) to limit the total graduate enrolment on this campus to a maximum of 5,500. (b) a Senate committee on long range objectives should review the impact of enrolment policy every five years, and make recommendations on enrolment policy for the next ten years.

2. We recommend that the entrance requirements for the first year be raised for students from British Columbia to the equivalent of 65 per cent. This recommendation should take effect for the year 1970/71.

3. We recommend that, commencing in the fall of 1970, enrolment be restricted for a five year period in the first two years of the Bachelor of Arts, Agricultural Sciences, Education, Physical Education and Recreation Education and Science Programs, and in the first year of the Bachelor of Commerce program. The restriction should take the form of a quota on the first two years combined, except in the case of Commerce where only first year enrolment is to be restricted. This quota should be either enrolment in the years concerned as at December 1, 1969, or the average of enrolment for 1966/67 to 1969/70.

4. To implement the quota system we favour limiting enrolment on the basis of academic ability, and oppose quotas based upon geographic origin or previous educational institution.

5. We recommend that all proposals for curriculum changes have attached to them, under the sanction of the Board of Governors, their estimated cost, and that Senate take this into consideration in recommending implementation.

6. We recommend that a guide to interdepartmental programs be prepared as one of the separately published divisions of the Calendar, and be made available to all students before registration. Such a guide should include information about transferability between programs — in effect, a guide for us — the regulations.

7. We recommend that under Senate auspices a study be made of existing general education requirements and courses, including broad elementary discipline courses, advanced non-specialist courses and Arts I, with a view to co-ordinating them within a University-wide program that can provide general courses in any one of the four undergraduate years, common core courses, and a four-year general education course. In this study consideration should be given to experience in this field at Stanford University, the University of Toronto, and other universities. We further recommend that the committee undertaking the study examine the recommendations in *Guidposts to Innovation* for a comprehensive and flexible system of curriculum, providing a variable balance between the elements of specialist and general education.

8. We recommend that (a) Each program should include in its first year a course, or partial course, providing an introduction to the discipline. (b) All programs should include explicit provision for the improvement of writing and verbal skills, through tutorial papers, discussion groups and oral examinations. (c) The last two years of each program should encourage a measure of independent study by the student, and include tutorial work, as well as formal lectures.

9. We recommend that an assessment of classes given in residences be made by Senate as soon as possible, and that a decision be made early in the academic year 1970/71 whether to continue the experiment, to terminate it, or to enlarge it into a system of residential collegiate instruction.

10. We recommend that a board of university instruction be created, consisting of acknowledged good teachers, who would arrange for instruction in university teaching in each department, school or faculty in co-operation with a committee of the acknowledged good teachers in each discipline. Attention should be paid in the instruction to educational psychology and to classroom and laboratory instruction techniques. In principle, such instruction ought to be compulsory for all Ph.D. students who intend to engage in university teaching. It should be optional for all teaching members of departments. They will have an incentive to take some instruction, since teaching is to be carefully assessed as a ground for promotion.

11. We recommend that each department, school or faculty use its committee of instruction for inspec-

39 recommendations made by committee on long-range objectives guide future University development

tion of teaching several times during the year, on the model of the present practice of the department of English. Student opinion of the presentation of the subject material should be consulted by means of professionally designed questionnaires. All reports on teaching should be submitted to the head of the department, director or dean directly concerned, and transmitted by him to the faculty screening committees and the Senior Appointments Committee for use in considering the claims of candidates for promotion, pay and tenure.

12. We recommend that appropriate comparative data on sizes of classes be regularly published and generally circulated to departments, schools and faculties for their use in considering the allocation of teaching staff and the recruitment of new staff.

13. We recommend that departments, schools and faculties be encouraged by the university to undertake studies to discover the most appropriate staff/student ratios for each year of each subject offered.

14. We recommend that the counselling service of the Office of Student Services be closely co-ordinated with counselling activities of the faculty, if necessary under the same administrative authority, and that the deans of the various faculties ensure that their respective faculty advisers are well informed of the subject matter and overall implications of their advice to students.

15. We recommend that fundamental research be undertaken by the university into (1) Student careers, and (2) Community demand for university-trained personnel.

16. We recommend that faculties should come to grips with the question of student membership on curriculum committees, and devise clear, coherent faculty policies.

17. We recommend that departments, schools or faculties should provide for professionally designed questionnaires to be distributed annually to all graduate and undergraduate students for the purpose of securing regular and assessable expressions of student opinion concerning curriculum. Such questionnaires should include inquiries about proposals for change and improvement, as well as opinions about existing programs.

18. We recommend that an orientation college be created in Arts and Science disciplines to assist students in the first two years of university work to choose their programs for subsequent years.

19. We recommend that the Senate request the Board of Governors to establish a College of General Studies leading to a diploma for students who do not wish a degree program in Arts, Science or one of the professional faculties.

20. We recommend that interested members of Senate explore with committees from student residences what could be done to promote greater contacts between faculty members and the students in the residences.

21. We recommend that when the Senate and the Board of Governors approve of the establishment of a new interdepartmental program (i) The Board be asked to appoint a head for the program with authority comparable to other department heads; and (ii) The Board be asked to provide a budget for the interdepartmental program that can be used to engage the services of faculty members.

22. We recommend that every five years each faculty, school and department be required to produce a statement of objectives for the next five years which would be forwarded to the President and to Senate.

23. We recommend that every five-year period each faculty, school and department be required to prepare a statement comparing its objectives as set out in previous statements with its achievements in the past five years. This statement should be sent to the President and the Senate.

24. We recommend that every five years the performance of each department, school and faculty should be reviewed by a committee appointed by the Senate in the light of both the statement of five-year objectives and the wider needs of the university. Included in the matters under review should be the stewardship of the Head, the Director and the Dean.

25. We recommend that the Senate should elect a standing committee on academic review, with the following terms of reference: (i) To determine near the beginning of each academic year which departments, schools and faculties should be asked during that year to prepare (a) statements of five-year objectives, (b) internal reviews of operations for the past five years, (c) independent outside reviews of operations for the past five years. (ii) To indicate the topics to be covered in the statements of five-year objectives

and the statements of review. (iii) To receive submissions concerning the composition of outside review committees from students and faculty members. (iv) To appoint the members of the outside review committee, subject to the concurrence of the President. (v) To receive and consider the statements of five-year objectives and the review statements, and to recommend to the Senate any actions deemed advisable in the light of these reports.

26. We recommend that the Senate propose to the Board of Governors that: (i) department heads and directors of schools be appointed for a term of up to five years; and (ii) such appointments would terminate automatically at the end of that time; but (iii) be subject to renewal with the consent of the President and the Board of Governors on the advice of a new faculty advisory selection committee.

Minority Recommendation 26. We recommend (i) a continuation of the present practice under which department heads and directors are not appointed for a fixed term of five years; but (ii) their stewardship in office is reviewed as part of the assignment of the committee appointed by Senate under recommendation 24; (iii) where the committee recommended against the continuation in office of a department head or director, and the President accepted this recommendation, a new faculty advisory committee would be selected; (iv) otherwise such an advisory committee would be set up only when, as under the present system, the President recognizes that there is a vacancy to be filled.

27. We recommend that (i) the Senate support the concept that greater efforts be made to create a more personalized environment for faculty and students on the campus, in accordance with proposals in paragraphs 42-50; (ii) an ad hoc committee of Senate be created to consider and recommend possible changes in the groupings of faculties, schools and departments; (iii) the size of this committee should be determined by the President. The Senate should elect half the committee by mailed ballot, and after this election the President should appoint from Senate the remainder of the committee, including the chairman; (iv) the present type of structure of faculties, departments and schools be retained with modifications to make the system more responsive to changing conditions, without the adoption in principle of a Federated College system.

Minority Recommendation 27. We recommend that the Senate (i) adopt in principle the Federated Colleges system for the University of British Columbia, and: (ii) request the President and the Board to implement such a system as soon as practicable.

28. We recommend that, in order to handle the questions outlined in these pages, the university establish an International Co-ordination Bureau. The Bureau should have the following responsibilities: (a) to stimulate and co-ordinate the international programs of the university; (b) to advise the Board, President, and Senate on the international activities of the university, and measures which could improve them; (c) to assist academic units with the administration of international programs of interest to them; (d) to initiate research connected with the university's international role; (e) to act as a point of reference in the university for enquiries and negotiations involving international aid programs; (f) to study the position of foreign students in the university, and to make recommendations with regard to programs or facilities required for such students; (g) to act as a clearing house for information with regard to academic and service opportunities overseas; (h) to co-operate with other universities, with government, and with the public in these matters. The International Co-ordination Bureau should be administered by a Director, who should be a senior academic with appropriate international experience. In addition to reporting through an appropriate administrative channel, he should report to Senate through a small Senate committee, which should be responsible to the President and to Senate for the Bureau's policy. International House, the CUSO local committee, and other similar groups should, while retaining their present structure, be responsible to the Bureau for their university activities.

29. We recommend that Senate request the Faculty of Graduate Studies to report on the present state of implementation of the recommendations contained in *A Review of Graduate Study at the University of British Columbia, 1966*, and to suggest resolutions which would be suitable for Senate to adopt in order to increase the effectiveness of graduate work at this university.

30. We recommend that Senate request the Faculty of Graduate Studies, in co-operation with the Faculty Association, to study the professional preparation of university faculty members, to relate this to graduate programs at the University of British Columbia, and to suggest appropriate policy recommendations to Senate for approval.

31. On the assumption that the Majority Recommendation 27 is adopted, we recommend that the present Department of University Extension be replaced by a Faculty of Continuing Education, organized along the lines of the Faculty of Graduate Studies.

32. On the assumption that the Majority Recommendation 27 is adopted, we recommend that funds be allocated directly to faculties, schools and departments specifically earmarked for the purpose of undertaking continuing education programs for credit, and for strengthening the quality of non-credit offerings.

33. We recommend that the Senate Committee on Continuing Education be requested to study the feasibility of a College of Continuing Education as rapidly as possible, in the light of Senate decisions on the remainder of this report.

34. We recommend that the Senate adopt the following policy: (a) On receipt of a recommendation from a faculty dean, accompanied by a certificate that in the judgment of the faculty dean the candidate is equipped to carry out the appropriate course of study, the Registrar may enrol any student over the age of 35 in any undergraduate degree program. (b) If, in addition, a dean of a faculty certifies that in his opinion the candidate has shown a suitable breadth of intellectual concern through his career and the maturity of his pursuits, the candidate may be admitted to programs of study approved by the dean, in consultation with the department, school or faculty, consisting of only the Honours program or the Major program in a discipline, without the prerequisites or electives required for a full bachelor's degree. Such programs of study will be recognized by the award of a diploma in the appropriate discipline. (c) First or high second class average standing with first class standing in at least six units in such diplomas will be accepted as a qualification for entrance into Master's programs in the same discipline at the University of British Columbia.

35. We recommend that the University of British Columbia reject the adoption of a full trimester system.

36. We recommend that, with the exception of courses final at Christmas, the current trend toward a reduced proportion of Registrar-administered Christmas examinations be encouraged, and that Christmas examinations be scheduled outside the normal teaching hours only when such scheduling can be demonstrated to be desirable academically or for technical reasons.

37. We recommend (i) that first term lectures be terminated by December 10, and that the second term begin on the first Monday following New Year's day except where the New Year's Day holiday falls on Monday, then on the Thursday following the holiday; (ii) that in faculties where it is desirable, the first term conclude on the last day of lectures, the achievement of students being assessed on the basis of assignments or tests given during the term; (iii) that where this is not desirable, examinations be held in the shortest time possible.

38. We recommend that the university introduce a summer term in addition to the current summer session, with the following conditions: (a) the summer term be of 13 weeks plus registration and examination periods, with a maximum of 7½ credits per student; (b) participation of faculties in the summer term should be permissive, not mandatory, and hence should reflect their academic need; (c) cost should be included in department and faculty budgets; (d) the present 7-week summer session should be entirely phased out within five years; (e) the present budget of the summer session administration and program should be re-assigned in the light of (c); (f) faculty members should not be permitted to teach more than five consecutive terms, and when they do teach five consecutive terms there should be a minimum break of two consecutive terms. While the committee considered this rule to be a minimum safeguard of teaching standards, precise details of this and other safeguards should be arrived at through discussion with departments, and with the Faculty Association which represents the professional concerns of the faculty as a whole.

39. We recommend that Senate establish a standing Long Range Objectives Committee with the following functions: (a) to maintain a continuous review of the long range objectives of the University of British Columbia, in the context of the provincial and national educational system, and to recommend changes and new objectives to Senate as conditions and data suggest; (b) to initiate studies in depth of particular questions affecting broad university policy. For this purpose, the Office of Academic Planning should be the administrative and research arm of the committee, and its budget and responsibilities should be designed accordingly.

Faculty Contact Advocated

diploma "could permit students to select freely from existing courses, in any pattern, or no pattern, with or without prerequisites, providing the consent of the faculty members teaching the courses was obtained." The committee envisages that the college could organize courses that cut across traditional disciplinary boundaries, create completely novel courses, organize individual projects and develop programs to follow along from Arts 1.

The committee also points to the need for "a structure that facilitates the emergence of inter-departmental studies, in response to the needs of society and the enthusiasm of faculty members experienced in the relevant disciplines." Recommended is appointment of a head for such a program and a budget to engage the services of faculty members.

The committee then sets out three recommendations (nos. 22 to 24) which would require that every five years:

—each faculty, school and department prepare a statement of objectives for the next five years for the president and the Senate;

—each faculty, school and department prepare a statement comparing its objectives as set out in the previous statement with the achievements of the past five years for the president and the Senate;

—the performance of every faculty, school and department be scrutinized by a Senate committee on academic review in the light of both the statement of five-year objectives and the wider needs of the university. The committee would also review the stewardship of the head, director or dean.

The committee, in a majority recommendation, calls for the automatic termination of the appointment of department heads at the end of five years with a provision that renewal be subject to the consent of the president and the Board of Governors on the advice of a new faculty advisory committee. A minority recommendation calls for continuation of the present practice under which department heads and directors are not appointed for a fixed term, but with a provision for review of their stewardship every five years by the proposed Senate committee on academic review.

HIGH PRIORITY

The report then consumes 27 pages describing the differences which arose in the committee on the best way to deal with the problems already created by the large size of the University, which are likely to increase as the number of students and faculty grows. "The entire committee is in agreement that changes are essential to create a more personalized environment for students and faculty — a problem in particular for the largest faculties and departments," the report says.

The majority viewpoint is that "the difficulties associated with large and growing size are not primarily to be solved by organizational changes, because the problems arise rather from strongly held attitudes and beliefs about curriculum, teaching and research."

The majority urges that high priority be given to reducing the size of classes throughout the university to a maximum of 150 students where there are no discussion or laboratory classes, and adds: "We want to provide all students in their first year with an effective opportunity for direct contact with a faculty member. One of several ways of achieving (this) is through developing a system of faculty advisors especially for first and second years. Another way is through using faculty members for discussion groups in courses where very large lecture sections are given."

A more personalized atmosphere could be created on campus, the majority believes, through acceptance of recommendations:

—to give equal weight to teaching as well as research in promotion policy,

—for an orientation college for the first two years in arts and science,

—for a College of General Studies and,

—to develop closer links between faculty members and the life of the residences.

To deal with the problems which arise in large faculties, the committee suggests a re-grouping of existing departments and faculties, based on major divisions, each under a dean who would report to the president as at present. Possible divisions are:

1. Physical sciences and engineering, which would include all applied science departments, plus the Institute of Astronomy and Space Science, chemistry, geology, geophysics, and computer science.

2. Life sciences, to include botany, microbiology, zoology, agricultural sciences, the Institute of Animal Resource Ecology, forestry, home economics and the Institute of Oceanography.

3. Health Sciences, including all medical departments, dentistry, nursing and pharmacy.

4. Arts, including the humanities departments, the social sciences, librarianship and social work.

5. Creative and performing arts, including architecture, creative writing, fine arts, music and theatre.

6. Education, including physical education and recreation.

7. Commerce and business administration.

8. Law.

9. Continuing education. (The committee recommends in the last chapter of the report that the existing department of University extension be reconstituted as a faculty of continuing education along the lines of the faculty of graduate studies).

CHANGES URGED

The committee also suggests one further grouping under a dean to deal with important services which have academic implications. These include the registrar's office, bursaries and scholarships, student loans, student counselling, the library system, the computing centre and audio-visual services.

All these considerations are wrapped up in recommendation 27 of the report, which asks that "Senate support the concept that greater efforts be made to create a more personalized environment for faculty and students on the campus." Subsidiary clauses of the same recommendation call for creation of an ad hoc Senate committee to consider and recommend possible changes in the groupings of faculties, schools and departments, and that the present type of administrative structure be retained without adoption of the federated college system recommended by the minority of the committee.

The minority recommendation of the committee calls on Senate to "adopt in principle the Federated Colleges system for the University of British Columbia" and requests the president and the Board to implement such a system as soon as practicable.

The minority proposals are based on assumptions that:

—the main challenge facing universities today is the provision of large-scale educational opportunities while maintaining quality, a sense of student participation and a consciousness of the intellectual, social and cultural purpose in the lives of all individuals associated with the university;

—the University as a whole should be built up from small academic units with specific intellectual, teaching and research objectives;

—changes in University size would be effected by adding or subtracting individual academic units, and

—appointments should be made and resources allocated as a function of the academic programs.

Colleges are envisaged as administrative units charged by Senate with the implementation of an academic program with clear purposes and functions set out in a charter. Programs would be flexible and highly variable and the student population of each would vary between 500 and 2,500.

MANDATE GIVEN

"Inherent in the proposal," the report says, "is that a college or institute has a mandate and a freedom to use its resources for the purposes approved by Senate. A disciplinary college would thus either hire faculty or buy the time of faculty at other colleges to teach related ancillary or supporting courses . . . An interdisciplinary college would allocate funds for the direct staffing of most of the programs necessary for its students."

To coordinate and supervise the work of the colleges, the minority report suggests the creation of academic divisions or federations of colleges and institutes. Three such academic divisions are suggested initially for the present campus, one for the northwest campus, a second in the chemistry-physics-medicine area and a third with a professional orientation in the engineering-commerce area. A future academic division is suggested for the University Endowment Lands.

The following advantages are claimed for the federated colleges proposal:

—increasing numbers of students could be accommodated as a result of flexibility and centralization;

—a wider range of student and faculty choices would be possible as a result of the existence of a large number of small-scale colleges;

—collegiate arrangements would provide for groupings of relevant courses, and

—it would be easier to create new institutes or colleges to coordinate interdisciplinary programs.

The majority view is that the federated colleges proposal has some of the following disadvantages:

—the recommended administrative organization is more complicated than the existing system;

—University government would be more expensive;

—decentralized organization would make it more difficult to curtail non-essential duplication of courses and services in the University, and

—there is a danger that excessive specialization might be required.

The final chapter of the report serves as a catch-all for other questions considered by the committee, including UBC's international obligations, the problem of the mature and part-time student, the University summer session, the length of the University year and future long-range study.

The committee points out that UBC is a major, international University which at present is not fulfilling its international responsibilities as a matter of rational deliberate policy. Recommended is establishment of an International Co-ordination Bureau which would stimulate and coordinate teaching and research in international programs, study the position of foreign students at UBC and be responsible for the operations of International House and the local committee of Canadian University Service Overseas.

NEW FACULTY

In addition to recommending the creation of a faculty of continuing education to replace the present extension department the committee asks that funds be allocated to faculties, schools and departments for the purpose of undertaking continuing education programs for credit and for strengthening the quality of non-credit offerings.

The committee recommends rejection of the trimester system, reduction of Christmas exams outside normal teaching hours (with one member dissenting) and introduction of a 13-weeks-plus summer session to replace the present seven-week session, which "should be entirely phased out within five years."

And to maintain a continuous review of UBC's long-range objectives and initiate in-depth studies affecting broad University policy, the committee recommends establishment of a standing long-range objectives committee of senate.

UBC
REPORTS

Volume 15, No. 20—Oct. 23, 1969. Published by the University of British Columbia and distributed free. J.A. Banham, Editor; Barbara Claghorn, Production Supervisor. Letters to the Editor should be addressed to the Information Office, UBC, Vancouver 8, B.C.