

Reducing waste, recycling given high priority on campus

By GAVIN WILSON

UBC is taking steps to reduce waste and encourage recycling on campus.

President David Strangway has appointed a task force, chaired by Bruce Gellatly, Vice-President, Administration and Finance, to develop and recommend university policies on waste recycling.

Another task force has submitted its recommendations for the replacement of campus waste disposal incinerators with new state of the art equipment that will exceed provincial pollution control guidelines.

"At a time when there is an increasing concern for the well-being of the environment, the university should be taking a leadership role by reducing its share of waste materials," Strangway said.

The recycling task force will review programs now in place at the university, look at alternatives in use elsewhere, examine policies for the purchase of recyclable materials and analyze the composition of waste currently generated on campus. It will report back to the president before the end of the year.

A pilot project for paper recycling has operated for about one year at UBC.

"A large proportion of our waste is paper," Gellatly said. "But we will also be looking at the potential of recycling other materials."

Meanwhile, as part of an ongoing upgrading of pollution control facilities on campus, another task force has made its recommendations for replacement of UBC incinerators used to dispose of special wastes.

Currently, biomedical waste and solvents from UBC, Simon Fraser University, the University of Victoria and other institutions are incinerated in two specially designed incinerators built in 1972 on the south campus near the TRIUMF facility. As of Jan. 1, these incinerators did not meet provincial regulations.

The three universities struck the incinerator task force, chaired by Wayne Greene, director of UBC Occupational Health and Safety, to review the disposal of special waste.

Among the recommendations made to the universities:

- Reduce the amount of waste products needing disposal through comprehensive recycling programs.

- For toxic and pathological wastes that cannot be recycled, upgrade existing incinerator facilities to standards that surpass the most stringent North American regulations.

- Strike an advisory committee of university officials and community representatives to make policy and operational recommendations for the facility. The committee will have access to the facility, including all operating records, and will produce an annual report, available to the public, evaluating the previous year's operations. The task force said the surrounding community has an important role to play in the operation and monitoring of the incinerators.

- Incinerate only waste material generated by the universities and their research affiliates. Currently, much of the solvent burned originates at other Lower Mainland hospitals, schools and labs.

- Install pollution control devices surpassing provincial standards to minimize the incinerator's environmental impact and take other steps to ensure high safety and security standards during delivery, handling, incineration and exhaust.

Greene said most of the more than 4,500 tonnes of solid waste and millions of litres of liquid waste UBC generates each year ends up at facilities operated by the Greater Vancouver Regional District. But a small percentage of that waste consists of chemicals, biomedical and other special waste created by scientific and medical research labs which must be incinerated.

Without suitable facilities elsewhere in B.C., off-campus disposal would involve shipping to incinerators in Ontario or the eastern U.S., Greene said.

Group to study violence in society

By JO MOSS

UBC has established an informal working group to bring together researchers on campus investigating violence in society.

An issue that is receiving increasing public attention, it made international headlines last year when a gunman shot and killed 14 women students at the University of Montreal.

The working group, which met for the first time in early December, will focus on societal violence such as child abuse and violence against women and minority groups, said Daniel Birch, Vice-President Academic and Provost.

"This kind of violence is quite dif-

ferent from institutionalized state violence such as war or terrorism," Birch explained. "We convened the group with the intention of discovering if this was an area in which the university had a role to play. By bringing people together, we can perhaps have a more powerful presence."

The group has attracted enthusiastic interest from faculty members and graduate students working in these areas, he said.

Some of the issues members will address is whether the university's goal of helping to eliminate societal vio-

See REPORT on Page 2

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Photo by Steve Chan

AMS President Mike Lee (left to right), Point Grey MLAs Tom Perry and Darlene Marzari, and AMS Coordinator of External Affairs Vanessa Geary on their way to address a recent Board of Governors meeting.

Public meeting planned about Hampton Place

By JO MOSS

UBC's Real Estate Corp. will hold a public information meeting in early February on Hampton Place, the market housing project located at the corner of Westbrook Mall and 16th Avenue.

While details are still tentative, UBC President David Strangway said the Real Estate Corp. will present its development plans for the site and answer questions from the community, UBC faculty, staff and students. Strangway said he will attend the meeting.

Mark Betteridge, president of the UBC Real Estate Corp., said the meeting will be advertised once the date is set. Notices will run in the student newspaper, The Ubysey, UBC Reports and The Vancouver Courier, he said.

The Hampton Place housing project, designed to generate ongoing revenue for the university, has raised concerns recently from some community and campus groups over what they cite as a lack of public involvement in the development plans.

Strangway said information on Hampton Place has been widely dispersed and that the university has been open about the development—part of a long-standing plan for the university-owned site that goes back to 1982.

At UBC's Board of Governors meeting in December, Darlene Marzari and Dr. Tom Perry, MLAs for Vancouver-Point Grey, expressed "grave concerns" about the university's handling of Hampton Place.

Marzari and Dr. Perry rapped the university for not responding to demands from community groups for public discussion on the development.

Both Marzari and Dr. Perry said that they are not opposed in principle to the university profiting from a housing development, given the right circumstances and provided the right procedures were in place. They criticized the way UBC had gone ahead with the proposal, saying that universities should take an exemplary role in in-

volving the community in land planning and development.

"We're expressing what we feel is the overwhelming consensus of community opinion in our ridings," Dr. Perry said, calling for the university to slow down the process of development and consult formally with its community neighbors.

"You have disregarded the attempts of all these people to contact you, and you have disregarded their pleas for consultation in the form of public meetings and discussion," Marzari said. The university threw itself into the real estate market in an insensitive way, she added. "In jumping at this temptation in such an enthusiastic fashion, the university has managed to offend just about everyone."

Strangway said the presentation by the MLAs was very articulate and thoughtful. "We very much appreciate their advice and comments."

United Way exceeds goal

The UBC United Way employee campaign has surpassed its goal of \$195,000, making the 1989 fundraising effort a resounding success.

John McNeill, dean of Pharmaceutical Sciences and chairman of the campus campaign announced that \$199,732 in donations was collected, representing 102 per cent of the goal.

See UNITED on Page 2

Inside

TUITION RISE: UBC's Board of Governors will vote on a recommended tuition increase of 4.8 per cent at its Jan. 25 meeting. Page 2.

BATTLE WON: Crane librarian Judith Thiele helped win a significant legal decision for the deaf and blind community. Page 5.

SUPPORT LACKING: Despite demonstrable need and eloquent words, the social sciences receive absurdly small levels of support, writes Psychology Professor Kenneth D. Craig. Page 7.



Photo by Media Services

It may not look like a robot, but the Kaiser/Spyder is a walking machine which was used by the U.S. Forest Service to access remote areas. It is designed to traverse swampy and rocky terrain incurring little environmental damage, but its use has been limited because it is difficult to operate. It is on loan to Electrical Engineering Professor Peter Lawrence and researchers at Robotic Systems International who will make it easier to operate.

Board to vote on 4.8% tuition raise

By JO MOSS

UBC's Board of Governors will decide at its Jan. 25 meeting on a recommendation to boost university tuition fees by 4.8 per cent.

If approved, the increase would take effect in the Fall, 1990 and will apply to all students except those enrolling in first-year Forestry who will see their fees unchanged from \$1,884.

Last year, the university recommended that fees for first-year students in the faculties of Forestry, Science and Agricultural Sciences be more equitable, since Forestry students take many first-year courses in the other two faculties. The university will bring fees for all three faculties in line by 1991.

University President David Strangway said the increase in tuition reflects the university's increase in operating expenses and is appropriately close to both the inflation rate and rise in cost of living.

"The costs of running institutions rise. Salaries go up, the costs of supplies go up, the costs of library books go up. All of these are part of what's

Report set for Spring

Continued from Page 1

lence and its effects might be best served by establishing an institute or research centre.

They will also determine how university expertise can be tapped to establish intervention programs, influence public policy and implement better public education programs to take relevant research directly to the community.

They hope to deliver a preliminary report to the university community before the end of the Spring term, Birch said. Anyone wishing to provide suggestions should write to Birch in the President's Office.

needed to provide a proper teaching environment for students," Strangway said. "It's appropriate students should pay a part of the operating costs."

At a December, 1989 meeting, Mike Lee, president of the Alma Mater Society, appealed to the university administration to involve students more in its budget planning. Tuition fee increases are only one part of climbing living expenses, Lee said, citing soaring housing prices and limited financial aid as students' major money worries.

He asked board members to take into account these other costs in considering the tuition increase.

"It's not just a question of students wanting to save \$100," said Lee. "There are other concerns about the long-term costs of going to university. The cost of housing in particular is rising at a rapid rate. Students are being crunched right now."

The AMS task force on tuition and student aid, formed after last year's tuition increase, has produced a pamphlet outlining the costs of attending university, particularly the gap between financial aid and living expenses. It has been sent to parents, counsellors and students groups in the more than 200 B.C. high schools.

The pamphlet claims many qualified students decide not to attend university because of the high costs of obtaining a degree. Others are unable to overcome financial barriers of tuition, books, housing and transportation, it says.

Lee told the board that providing top-notch facilities and programs for a world-class university is only one aspect of higher education. A world-class institution must also be accessible to qualified students, he said. "You don't want to bar them from being able to participate."

Strangway said UBC's tuition fees, taken in the light of inflation, are com-

paratively unchanged. "In today's dollars, students are paying exactly the same as their parents paid 20 years ago," he said.

Compared to the rest of Canada, UBC's tuition fees are well below those in the Maritime provinces, Strangway added. "We are not among the top ten universities in tuition rates in Arts and Science."

UBC's tuition fees are currently slightly higher than at Ontario universities, but tuition increases of eight per cent this year in that province will partially close the gap.

Simon Fraser University has proposed increasing tuition by 5.25 per cent in 1990. The University of Victoria has yet to announce an increase.

With the 1990 increase, UBC students enrolling full-time in first-year Arts or Science will pay \$1,680, up \$75 from \$1,605 last year. First-year Engineering students will pay \$2,175, up \$104 from \$2,071.

Last year's tuition increase was 10 per cent.

United Way response 'tremendous'

Continued from Page 1

"I'm very happy about the results, especially since it was a stretch goal — up 20 per cent over last year's," said McNeill. "UBC really came through. The campaign was \$19,000 short of its goal at the end of November so we issued a final appeal. The response was tremendous and put us over the top."

McNeill also noted that during the past two years the dollars raised by UBC employees for the United Way campaign has increased 50 per cent and the participation rate has increased 70 per cent.

Senate passes new programs in arts, science

By JO MOSS

UBC students can now enrol in a general arts or general science program, earning an undergraduate degree in either without declaring a major.

The programs were passed by UBC's Senate at its December meeting and go to the Board of Governors for final approval this year.

UBC's general arts program is new. Its general science program is improved, placing fewer restraints on students than did the former.

"We did some revising and revamping to make it more attractive. It was much too restrictive," said Associate Dean of Science, John Sams. The current general science program was drawing an average of only 11 students a year, he said.

The new general science program is excellent for people who need a broad science background for programs such as Medicine, Dentistry, or Education, Sams said. It will also be attractive to students planning to enrol in Law or an MBA program, producing a graduate with an uncommon expertise.

"There are currently very few people in those areas with a generalist scientific background," Sams said.

Like the science program, the new general arts program will also provide an option for students who do not wish to specialize, opting instead for a broad liberal education. Similar programs

are common at other Canadian universities, said Economics Professor Ron Shearer, chair of the ad hoc committee which developed the program.

With the two general programs in place, the university has also removed a potential obstacle in its partnership with two of B.C.'s three degree-granting colleges, where required courses for a majors program are currently unavailable.

"This ensures there will be no problems for students completing UBC general Arts or Science degrees in the colleges," said Richard Spencer, UBC's Registrar.

Phoenix choir wins international contest

The Phoenix Chamber Choir was presented with major international awards during a recent UBC concert broadcast live in Europe.

The concert, co-sponsored by the School of Music and the CBC, was in celebration of the choir taking top honors at the Let the Peoples Sing international choral competition last May. The mixed voice ensemble was the winner of the BBC Silver Rose Bowl as best overall choir and won first place in the contemporary music category.

The choir is conducted by School of Music Professor Cortland Hultberg and many of its 18 singers are School of Music alumni and former members of Hultberg's UBC Chamber Singers.

Letters to the Editor

Study childcare closer to home

Editor:

I was interested to read in your edition of Nov. 16 that the subject of child care in the work place is being studied at UBC. I hope that while conducting this "nationwide" study costing over \$250,000, the researchers will find a few moments to look at the situation closer to home. There are five day-care centers on campus, all of which open at 8 a.m. and closed at 6 p.m. Any worker not on a 9-to-5 schedule is out of luck.

There are thousands at UBC who start at 7 a.m. or 7:30, in Plant

Operations, Food Services and the hospitals for example. What about shift workers? Obviously UBC Daycare doesn't exist to serve these needs.

Meanwhile, our researchers continue to tout "flexible child-care options" and the virtues of "accepting some responsibility..." for other employers. Here at UBC, it's a case of "Do as I say," not "Do as I do."

Bill Edbrooke
Mechanical Maintenance

Turn out lights

Editor

The Lights of Learning Event, i.e. the lighting of the giant sequoia tree outside the Main Library, along with the "get involved" call from the 75th Anniversary Project Central for others at the University to participate by lighting up offices, windows and landscapes is not something the University should be fostering.

At a recent conference on sustainable development in Montreal, the warning is restraint, or in the words of Rene Dumont, the well-

known French agronomist, "Every waste of energy is an act of murder in the Third World." (Globe and Mail, Nov. 24/89, p.1/2.) This is also the message from many others concerned with the future of the planet.

The University should be a leader - we should be lighting down, down, DOWN.

Sue Calthrop
Office of the Co-ordinator of Health Sciences

Full participation urged

Equity census next month

BY CONNIE FILLETTI

The President's Advisory Committee on Employment Equity is conducting a census of all UBC faculty and staff (union and non-union) in full-time and part-time positions, to establish a profile of the university's work force.

The survey will determine the representation of women, native people, visible minorities and persons with disabilities among workers on campus.

The questionnaire, based on the Canada Employment Equity Act of 1986, will be distributed in February. The census is part of UBC's ongoing employment equity program. The program ensures a fair and equitable workplace, and offers all individuals full opportunity to develop their potential, the policy states.

"I strongly endorse this census because I believe in employment equity at UBC," said President David Strangway. Although participation is voluntary, I urge everyone to join me by completing the census questionnaire."

The questionnaire poses four questions:

What is your sex?

Are you an aboriginal person?



Are you part of a visible minority in Canada?

Do you have a persistent physical, sensory learning or emotional disability?

For the census, visible minority is defined as an individual other than an aboriginal person who is non-caucasian and non-white in color. Some examples of the disabilities are hemophilia, psychiatric illness, heart disease and vision impairment.

A question-and-answer brochure accompanying the census questionnaire explains that although the census is confidential, it is not anonymous. The information provided will be entered with the respondent's employee number on computer records, accessible only by the Office of Employment

Equity. This procedure is essential to facilitate the update of census records when new employees are hired or current employees are promoted or leave UBC, the brochure states.

It also states that persons should participate in the census to help UBC develop and maintain fair and equitable employment practices.

Anyone concerned with amending information they originally provided on the questionnaire can make changes by contacting Sharon Kahn, UBC's director of Employment Equity.

Kahn is conducting a series of information sessions on employment equity and the census throughout January. For more information, call the Office of Employment Equity at 228-5454.

'Numbers are scary'

More men committing suicide

By JO MOSS

Almost four times as many men as women between the ages of 19 and 24 commit suicide, according to Statistics Canada, and often by violent means.

In 1986, the most recent year figures are available, suicide claimed 2,850 men in that age group and 820 women across Canada. In B.C., 337 young men took their own life, compared to 88 women.

"The numbers are scary. And the rates are increasing," said Nursing Professor Ray Thompson, a specialist in men's health issues.

Thompson believes young men are choosing death by their own hand as an escape from what they see as the insurmountable demands of life.

He says societal programming is the major factor in the situation. Men in their late teens and early 20s are going through major life changes accompanied by strong societal pressures, he said. It can be a lonely and difficult experience because society teaches men to solve their own problems and not to ask for help.

"That's the time they are usually embarking on a career, or preparing for it in a heavy-duty way. They are often in relationships and starting families. That's when social expectations hit you in full force," Thompson said. "Men are having a really difficult time coping with those expectations and are choosing suicide as a way out of it."

While suicide statistics pinpoint a particular crisis time in men's lives, Thompson says a more insidious trend is the overall higher mortality rate of men versus women. From birth on, men die at a greater rate from natural and accidental causes.

Statistics show more male babies are born than female, but by the age of four, girls outnumber boys. From one to four years of age the mortality rate for boys compared to girls is three to two.

"Perhaps boys are more adventure-some, maybe they are supervised less

or pushed more, it's hard to say," Thompson said. But the trend continues through the teens and 20s where, aside from suicide, motor vehicle accidents are the key factor in claiming men's lives. Statistically, more men than women drive, but they increase the chances of serious injury by wearing seatbelts less often.

The gap continues to widen in middle age when more men than women die from industrial accidents, heart attacks, and cancer, especially lung cancer because more men than women smoke. It's true men work in more hazardous occupations, Thompson says, but some fatalities might be preventable if men were more aware of their susceptibility and took in-

creased responsibility in dealing with health issues.

However, men are more reluctant than women to seek medical help and tend to wait longer before going to their doctor. By the time they are admitted to hospital, it's usually for a more serious illness and their hospital stay is longer.

Thompson said there are no easy answers to the situation, but both men and women need to be more aware of the increased risks men face in life and look for ways to decrease them.

"If I was fully aware of how socialization had programmed me, as a man, to behave in certain ways, I might modify my behavior to incur less risk," Thompson said.

1915 - 1990



ANNIVERSARY

University busy working on 75th

By RON BURKE

It's here — we're actually into UBC's 75th anniversary year. All around the university people are working on special events and programs for the campus and the community to share in. Kudos to the hard-working organizers of this week's 75th anniversary student kick-off events in and around SUB.

SWEENEY TODD AT THE FREDDY WOOD

Next up is the much-anticipated production of Sweeney Todd, The Demon Barber of Fleet Street, a special anniversary year co-production by the School of Music and the Theatre Department opening Wednesday, Jan. 17 at the Frederic Wood Theatre. Director and Conductor **French Tickner** of the School of Music describes Sweeney Todd as "a darkly humorous musical that is an extremely complicated show to put together — but one that's been very popular on Broadway."

Bob Eberle of the Theatre Department reports that ticket sales for the "musical thriller" are going briskly, with some nights already sold out. The production runs Wednesday to Saturday at 8 p.m. until Feb. 3, with a special backstage reception for the whole audience following the opening night performance. For more information call the Freddy Wood box office at 228-2678.

SCIENCE WEEK JAN. 22-26

Chemistry magic shows, paper airplane contests in Hebb Theatre and a charity tricycle race are just some of the events for the campus and the community to enjoy during Science Week. A tradition that began in 1966, this year's event has been enhanced for the university's 75th anniversary under the heading 2015: Prospects for Scientific Development. **Antonia Rozario** and the rest of the student organizers from the Science Undergraduate Society have put together a line-up that will also feature a best home-brewed beer contest and the return of

Gyotaku, last year's popular display based on the unusual Japanese method of making prints using fish. For a small fee, you'll be provided with a white t-shirt, a fish and some paint, and the resulting creation will be limited only by your imagination.

OPEN HOUSE NEWS

Many campus departments are now moving into high gear with their preparations for Open House, which will run 10 a.m.-5 p.m. March 9-11. Agricultural Sciences, under committee chair **Maureen Garland**, will offer a dazzling array of projects, including tanks of live fish, quail-hatching displays, samples of soy-based ice cream, tours of the dairy barn and a salmon barbecue sponsored by the Agricultural Undergraduate Society. You'll also be able to sign on with an interactive computer display that tests your knowledge of the nutritional content of what you eat. For those with a green thumb, there will be free tree seedlings — your chance to plant a piece of UBC at home.

Again this year, the Law Faculty will offer its popular mock trials, which feature students from local elementary schools acting out courtroom dramas based on famous incidents of law-breaking. Will the jury convict Goldilocks of heinous crimes against the three bears? Will Alice in Wonderland's lawyer save her from the Queen's command of "off with her head?" The answers will be served up in an educational and entertaining fashion.

The world-famous Harvard Gold exhibit is coming to the M.Y. Williams Geological Museum. Curator **Joe Nagel** has arranged for this display of 20-30 of the world's finest gold specimens (including one from B.C.) to be on view during Open House.

And once that gets you in the mood, why not try your hand at the museum's gold panning display? If your efforts don't "pan out," you can browse through the selection of rocks, gems and crystals on sale at the rock bazaar.

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Elizabeth Dean (right), assistant professor in the School of Rehabilitation Medicine, examines post-polio patient Dorothy Ollis.

Exercise plan helps survivors of polio

BY CONNIE FILLETTI

Dorothy Ollis has lived with polio nearly half her life. The 68-year-old West Vancouver resident was stricken with the disease in 1957, at the height of the most recent polio epidemic which affected an estimated 40,000 Canadians.

Although she regained considerable function, Ollis — like other polio survivors — still experiences discomfort and fatigue as a result of her illness.

Now, a research team at UBC's School of Rehabilitation Medicine has developed an exercise program to improve the endurance of polio survivors and help decrease their pain and exhaustion.

Elizabeth Dean, head of the post-polio program and assistant professor in the School of Rehabilitation Medicine, has been conducting a series of long-range studies examining exercise and rest for polio survivors.

Her research has shown that a modified exercise program can reduce the amount of extra energy polio patients use to move, while helping them maintain some degree of conditioning. Rest is also essential and may need to be prescribed as carefully as exercise, Dean said.

Ollis has been involved in one of the UBC exercise programs for the past four months. Her program involves walking for 30 minutes three times a week, an activity she believes has helped increase her energy level.

"Most importantly, the exercise program has helped me recognize my level of physical ability which I've adapted to my daily routine," said Ollis. "That has eased my life substantially."

Polio, or infantile paralysis, is a viral infection which primarily attacks spinal cord nerves. A significant number of people, including hundreds of British Columbians between the ages of 30 and 70, all with histories of polio, are now reporting symptoms which appear to be a progression of the disability. Depending on which nerves are involved, the effects of polio can range from minimal muscle weakness to severe respiratory complications.

"Post-polio patients are at risk of losing function if the communication system between the muscles and nerves is overtaxed," said Dean. "This can mean a variety of problems for the polio survivor including increased weakness, pain and fatigue, reduced endurance and breathing difficulty."

Dean stressed that patients must follow the program cautiously and under the supervision of a health-care professional.

The post-polio program at UBC specializes in the assessment of functional work capacity and exercise for post-polio patients that focuses on both optimizing use of their muscles and reducing further deterioration.

Dean and her colleagues have been evaluating exercise programs offered

at the UBC site of University Hospital and now are examining supervised home exercise programs.

Dean was the keynote speaker at a recent post-polio conference held in New Zealand. Her address focused on the research she is conducting on the benefits of modified aerobic exercise to post-polio survivors.

She has also been invited by the Palmerston North Hospital in New Zealand to establish a satellite facility — through their rehabilitation unit — of UBC's post-polio program. It would provide a regional centre for the assessment and management of people suffering the delayed effects of polio.

For more information about UBC's post-polio program, call 228-7398.

Oral health forecast gloomy, WHO reports

BY CONNIE FILLETTI

The threat of cavities is soaring in developing nations, says a recent report issued by the World Health Organization (WHO).

The WHO's Expert Committee on Educational Imperatives for Oral Health, chaired by Dr. George Beagrie of UBC's Faculty of Dentistry, also concluded that immediate prospects for oral health in Third World countries are gloomy.

As more people move from rural areas to urban centres their consumption of refined sugar and modern junk food increases leading to cavities, the report said. It stated that Third World countries must step up preventative measures and change their approach to oral health if they are going to reverse the trend toward tooth decay.

The committee, which included oral health professionals from Canada, Japan, Mexico, Pakistan, Sri Lanka, the United Kingdom and the U.S., met in Geneva.

It was also asked to project where dental education would be in 50 years.

"The committee foresees the integration of the oral sciences with medicine to ensure expertise is developed within the area of dental education," said Dr. Beagrie.

Strangway heads lecture series

President David Strangway will deliver the first in a lecture series today, Thursday Jan. 11, on the use of negotiation and mediation in resolving disputes in natural resources management.

The noon-hour lecture series is sponsored by the School of Community and Regional Planning and the Westwater Research Centre.

Strangway will speak about his experiences as the mediator who assisted in the development of the Settlement Agreement in 1987 between the federal and provincial governments and Alcan on fisheries issues relating to the Kemano Completion project.

The lecture will take place in Room 102 of the Lasserre Building at 12:30 p.m.

Sweeney Todd opens 75th

The scandal of Victorian London promises to be the sensation of the 1990 musical season at UBC.

Stephen Sondheim's Sweeney Todd: The Demon Barber of Fleet Street opens the 75th anniversary year with one of the most ambitious productions ever to grace the stage of Freddy Wood Theatre.

French Tickner, head of the School of Music's opera program, will conduct and direct this expensive and complicated production, a rare collaborative effort of the School of Music and the Theatre Department. It opens Jan. 17 for a three-week run.

A dark but sometimes hilarious musical, Sondheim's Sweeney Todd tackles the ultimate taboo, cannibalism, while creating new musical stage traditions.

Sweeney Todd is not an opera, but neither is it a typical Broadway piece, although that is where it was first produced, said Tickner.

"I believe that it points in the direction contemporary opera should be headed," he said. "We need to escape some of the more restrictive conventions of 17th, 18th and 19th century operatic tradition."

The musical is based on the penny-dreadful story of Sweeney Todd, a resident of 19th century London who, wronged by society, earned his revenge

through a series of grisly murders. His accomplice, Mrs. Lovett, disposed of the bodies by cooking them up in her meat pies, which became famous for their unusual and delicious flavor.

The production requires a cast of more than 30, with many others working behind the scenes in technical roles.

"Sweeney is a big show and requires the maximum effort on everyone's part. Theatrically, it is really very exciting," said Tickner.

Cast as Sweeney Todd is Roger Stephens, a professional singer and actor and head of the opera program at Ohio State University.

Other cast members, a mix of professionals and students, include Adele Clark as Mrs. Lovett; Mel Erikson as the Beadle; Steven Salvati as Tobias Ragg; Lloyd Burritt as Judge Turpin; Gale Mandryk as the Beggar Woman; and Christopher Johnson as Anthony Hope. Rehearsals began in November.

In an unusual twist, an arrangement for three synthesizers has been created to replace the large orchestra normally used in the production.

The sets will be designed by Robert Gardiner, a professor of Theatre Design richly praised by Tickner for his inventiveness and sense of style.

There will be 12 performances running from Jan. 17 to Jan. 20, Jan. 24 to Jan. 27 and Jan. 31 to Feb. 3.

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Across Canada

Ministers establish national commission

The Council of Ministers of Education, Canada (CMEC), the Secretary of State for External Affairs and the Secretary of State of Canada have announced the establishment of a national commission for the recognition of studies, degrees and diplomas. The commission will facilitate the implementation in Canada of the UNESCO Convention on the Recognition of Studies, Diplomas and Degrees; it will "collate information for universities, colleges and professional associations to help them carry out their responsibilities to establish equivalencies for foreign degrees and diplomas.

The commission will also be charged with making Canadian degrees and diplomas better known overseas and promoting their recognition in other countries. The CMEC and the Department of the Secretary of State will finance the operations of the commission. Each will contribute \$50,000 a year for the next three years.

B.C., Ontario share last place

British Columbia and Ontario shared last place among the 10 provinces in funding their universities in 1986-87, according to a recently released Ontario study.

Alberta, Prince Edward Island, Newfoundland and Nova Scotia ranked at the top in their support for universities in 1986-87, says the ninth report of the Tripartite Committee on Interprovincial Comparisons.

The committee, established in

1977 to examine university financing in various provincial jurisdictions, is made up of representatives of the Ontario Ministry of Colleges and Universities, the Council of Ontario Universities and the Ontario Council on University Affairs.

Representatives of other provinces also provided input into the committee's work.

In 1986-87 - the latest figures available - Alberta provided its universities with operating grants of \$7,356 per full time equivalent student, the highest level in the country, the report shows.

Ontario, meanwhile, ranked at the bottom of the scale, giving its universities operating grants of \$5,618 per student. The national average in 1986-87 was \$6,178.

Ontario institutions also had the lowest provincial operating grants plus tuition fees per student and the lowest total operating income per student.

Nova Scotia devoted the highest percentage of its gross domestic product - 1.72 per cent in 1986-87 - to total university expenditures, the report adds, while B.C. ranked last at 0.79 per cent. B.C. also provided the lowest provincial operating grants per \$1,000 of provincial personal income, the lowest operating grants per capita and the least operating grants plus student aid per capita.

The committee's report also shows that the provinces have been spending proportionately less of their total budgets on university operating expenditures.

People Arcus honored

Margaret Arcus, a professor in the School of Family and Nutritional Sciences, has been awarded the 1989 Osborne Teaching Award by the National Council on Family Relations.



Arcus

The award was presented to Arcus in recognition of her teaching excellence in the field of family relationships.

The National Council on Family Relations is the leading North American professional association concerned with the study of the family.

The Society of American Archivists has bestowed its highest individual honor on a UBC archival studies professor.

Terry Eastwood, who teaches in the School of Library, Archival and Information Studies, was named a fellow of the society.

Eastwood was cited for his active professional dedication and dis-

tinguished publications record, which has focused primarily on the education of archivists and the archival profession in Canada.

The Society of American Archivists is North America's oldest and largest professional archival association.

UBC's Board of Governors welcomed new and re-elected members at its December meeting.



Mindess

Law Professor Dennis Pavlich will replace Dr. Patricia Baird, Medical Genetics, who served as faculty representative on the board for six years.

Re-elected for a second term is Sidney Mindess, Civil Engineering.

Representatives sit for a three year-term beginning Feb. 1, 1990.

Thelma Sharp Cook, assistant professor in the Department of Social and Educational Studies, was recently

elected chairman of the Canadian Hospital Association.



Cook

Cook, who has been involved in health care for 25 years, also recently received the B.C. Health Association's Distinguished Service Award for 1989, the top award from the association which represents all general hospitals and most other health care facilities in the province. Cook was chairman of the BCHA in 1986-87.

She has also received the first Award of Recognition from the Ministry of Health for outstanding contribution to the delivery of health care services in B.C.

Cook's long involvement in the health care field began in 1965 when she joined the Woman's Auxiliary at St. Paul's Hospital. In 1982 she became the first woman to serve as board chairman of the hospital.

U.S. professor to speak at forestry symposium

By JO MOSS

A renowned U.S. scientist who specializes in the study of old growth forests is the keynote speaker at a public symposium on forestry issues sponsored by UBC Students for Forestry Awareness.

Jerry Franklin, professor at the University of Washington and research scientist at the Pacific Northwest Research Station, has conducted studies on old-growth forests for 30 years. He is one of several forestry experts who are speaking at the symposium scheduled for Friday, Jan. 19 and Saturday, Jan. 20 in UBC's Instructional Resources Centre, Lecture Theatre 2.

Titled *Forests Wild and Managed: Differences and Consequences*, the symposium brings together forestry specialists from the Pacific Northwest: Oregon University, the U.S. Forest Service, Mt. Hood National Forest, and B.C. Forest Service, as well as Simon Fraser University and UBC.

"The purpose of the symposium is to bring together scientists to share their research and ideas on the subject which underlies a great deal of conflict in forestry issues in B.C.—the conversion of wild, old-growth forests into managed plantations," said Audrey Pearson, a forestry student and one of the conference organizers.

Speakers will discuss ecological differences between wild and managed forests and the consequences of those differences for forest use in B.C. One of the questions addressed will be whether there are ways to modify logging practices to better accommodate non-timber values.

Students for Forestry Awareness are sponsoring the symposium to provide

a forum for the university community and the public to become better informed about all aspects of forestry, Pearson said. "By hearing from all sides, we hope to foster an understanding of everyone who shares an interest in our forests and to develop a wide breadth as future professionals beyond our technical education," Pearson explained.

The Forestry Undergraduate Society is co-sponsoring the symposium. "Everyone who has a concern in

the forest, be they professionals, industrialists or the public could benefit from the information," Pearson said, adding that it is rare to have all sides in forestry land use issues in B.C. participate in a single event. "We hope this symposium will go beyond the confines of a scientific conference to share scientific information with a wider audience," she said.

More information on the symposium can be obtained from the UBC Faculty of Forestry at 228-2727.

Resistance to Theory Conference, Jan. 26-27

Celebrating the 20th Anniversary of the Program in Comparative Literature at UBC
Featuring JONATHAN CULLER, GERRY GRAFF AND GAYATRI SPIVAK

All events in the Auditorium, Asian Centre, UBC. Programs and further information from the Program in Comparative Literature, Buchanan E162. Telephone 228-5157.

Classified

Classified advertising can be purchased from Media Services. Phone 228-4775. Ads placed by faculty and staff cost \$6 per insertion for 35 words. Others are charged \$7. Monday, Jan. 15 at 4 p.m. is the deadline for the next issue of UBC Reports which appears on Thursday, Jan. 25. Deadline for the following edition on Feb. 8 is 4 p.m. Monday, Jan. 29. All ads must be paid in advance in cash, by cheque or internal requisition.

Employment

EMPLOYMENT PART-TIME: One of our purposes is to provide opportunities for retired professors and recent graduates of graduate programs to teach one or two courses. Subject matters: Arts (social sciences and humanities); Education (language teachers, early childhood education teachers); and Commerce (basic courses). We have a full range of Montessori materials; interactive laserdisk technology; and modern access to UBC etc., libraries. Some UBC-transfer courses. Contact persons: Lael Whitehead MA (Arts); Marianne Luhman MEd, ECE or Leyla Davoudian PhD, Education; Raymond Rodgers PhD, Commerce (acting); Doug Tomlinson MEd, computing/

technology. 685-9380. UNIVERSITY COLLEGE VANCOUVER (New Summits). 548 Beatty, V6B 2L3.

Services

VICTORIA REAL ESTATE: Experienced, knowledgeable realtor with faculty references will answer all queries and send information on retirement or investment opportunities. No cost or obligation. Call collect (604) 595-3200. Lois Dutton, REMAX Ports West, Victoria, B.C.

MINDLINK: You are invited to exercise your mind power by linking at 8 a.m. and 8 p.m. each day. Reflect for a moment on the ideal vision and your role in it. **Together we are greater than the sum of our parts.** Rob Bishop 604-731-8551.

Crane librarian helps legal battle

Crane reference librarian Judith Thiele has helped win what is being hailed as a significant breakthrough for the deaf and blind community.

Thiele and Ken Loehr, an employee of the Western Institute for the Deaf, were plaintiffs in a lawsuit launched by the Community Legal Assistance Society to challenge a law prohibiting deaf and blind people from sitting as jurors in criminal and civil court cases.

The case was adjourned when Attorney General Bud Smith, who agreed the current law contravenes the Charter of Rights and Freedoms, recently announced he will introduce a legislative amendment to the B.C. Jury Act during the Spring session of the legislature.

The case originated three years ago when Thiele, who is blind, was called for jury duty. Although accepted as a juror by the judge and both lawyers, Thiele was later dismissed because of fears a mistrial would be called.

The judge said his hands were tied by the province's Jury Act, which states that blind and deaf people are unqualified to sit as jurors.

Thiele said she was angry that her competency was being called into question simply because of her disability. Her case and that of Loehr, who suffered a similar experience, became the basis of a \$5-million lawsuit against the provincial government launched by the Community Legal Assistance Association, an advocate group.



January 14 -
January 27

SUNDAY, JAN. 14

Music at the Museum of Anthropology
Chamber music by harpist Rita Contanzi. Free with museum admission; adults \$3, students \$1.50. Great Hall, Museum of Anthropology at 2:30pm. Call 228-5087.

MONDAY, JAN. 15

Robotics and Automation Lecture
Design and Identification of Robot Arms. J.M. Hollerbach, NSERC/CIAR Prof. Robotics, McGill. CICSIR Distinguished Lecture Series. Woodward IRC #3 from 1-2pm. Call 228-6894.

Employment Equity Information Session
Sharon Kahn, Director, Employment Equity, UBC. GF Strong, Conference Rm., Lower Floor. 12noon-1pm. Call 228-5454.

Applied Mathematics Seminar
Discontinuous Inverse Sturm-Liouville Problems. Dr. Mei Kobayashi, IBM Research, Tokyo Research Laboratory, Tokyo, Japan. Mathematics 229 at 3:45pm. Call 228-4584.

Astronomy Seminar
Evolution of Radio Quasars. Dr. John Hutchings, Dominion Astrophysical Observatory, Victoria. Geophysics and Astronomy 260 at 4pm. Coffee from 3:30pm. Call Harvey Richer at 228-4134/2267.

TUESDAY, JAN. 16

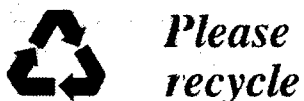
Geography Colloquium
Subarctic fur trade in the industrial age. Prof Arthur Ray, History, UBC. Geography 200 at 3:30pm. Call 228-6959.

Statistics Seminar
On Some Nonparametric Bayesian Methods. Dr. T. Swartz, Mathematics and Statistics, SFU. Ponderosa Annex C-102 at 4 pm. Call 228-3167.

HealthCare/Epidemiology Seminar
Spouse-Pair Risk Factors and Reactivity to Stress. Jim Frankish, Psychology, UBC. IRC 4th floor Boardroom from 12:30-1:30pm. Call 228-2258.

Medical Legal Society Lecture
DNA Fingerprinting and Other Forensic Issues. Dr. Rex Ferris, University Hospital/Forensic Pathology, UBC; Lori Chung, PhD candidate; Mr. Rick Miller, Senior Crown Counsel. Curtis Building 101/102 at 12:30pm. Call 228-8717.

UBC Reports is the faculty and staff newspaper of the University of British Columbia. It is published every second Thursday by the UBC Community Relations Office, 6328 Memorial Rd., Vancouver, B.C., V6T 1W5. Telephone 228-3131. Advertising inquiries: 228-4775. Director: Margaret Nevin Editor-in-Chief: Don Whiteley Editor: Howard Fluxgold Contributors: Connie Filletti, Paula Martin, Jo Moss and Gavin Wilson.



CALENDAR DEADLINES

For events in the period Jan. 28 to Feb. 10 notices must be submitted by UBC faculty or staff on proper Calendar forms no later than noon on Wednesday, Jan. 17 to the Community Relations Office, 6328 Memorial Rd., Room 207, Old Administration Building. For more information call 228-3131. Notices exceeding 35 words may be edited.

WEDNESDAY, JAN. 17

Committee on Lectures Music Seminar
Stravinsky's Requiem Canticles as Russian Music. Prof. Richard Taruskin, U. of California, Berkeley. Music Bldg. Library Seminar Room at 3:30pm. Call 228-6795.

Employment Equity Information Session
Sharon Kahn, Director, Employment Equity, UBC. MacMillan 260 from 12:30-1:30pm. Call 228-5454.

Graduate Student Society
Female Graduate Student Support Network informal discussion. Grads and post-doctorals. Drop-in encouraged; new members welcome. Grad Centre Garden Room from 12:30noon. Call 228-3203.

Computer Graphics Forum
UBC Unix Users Group Meeting. Demonstrating Tektronix XD88/10 Graphics Super Workstation. Hennings 318 from 1:30-2:30pm. Call 228-6527.

Patscan/Industry Liaison Seminar
Intellectual Property-The Inventor's View. David Wedge, Herbert Regehr and John Knox of the Bull, Housser and Tupper Technology Group. Free admission. IRC #5 at 7pm. Call 228-5404.

Pharmacology Seminar
Receptor Kinetics for Equilibrium and Non-equilibrium Situations. Dr. D.M.J. Quastel, Pharmacology and Therapeutics, UBC. IRC #5 from 11:30am-12:30pm. Call 228-2575.

Orthopaedics Grand Rounds
Allografts in Knee Joint Reconstruction. Chairman, Dr. Clive P. Duncan. Eye Care Centre Auditorium at 7:30am. Call the academic office at 875-4646.

THURSDAY, JAN. 18

Psychiatry Academic Lecture Program
Retinal Changes in Depression. Dr. Jo Seggie, Psychiatry, McMaster U. Hamilton. Hurlbert Auditorium, St. Paul's Hospital from 8-9am. Coffee and muffins at 7:45am. Call 228-7325.

History Lecture
Historical Mysteries: Canada, Women and Economic Development. Dr. Marjorie Cohen, Woodward Professor in Women's Studies, SFU. Buchanan A-102 at 12:30pm. Call 228-2561.

Statistics Seminar
Survival Functions for Aging Systems. Dr. S.G. Ghurye, Mathematics, Western Washington U. Ponderosa Annex C-102 at 4pm. Call 228-3167.

Employment Equity Information Session
Sharon Kahn, Director, Employment Equity, UBC. Personnel Services Conference Room, General Services and Administration Bldg. from 12:30-1:30pm. Call 228-5454.

FRIDAY, JAN. 19

Chemical Engineering Weekly Seminar
Coalescence and Breakage of Oil/Water

Emulsion Droplets with Relevance to Stabilization of Fine Particles. Samuel Levine, Prof. Chem. Eng., UBC. Chem. Engineering 206 at 3:30pm. Call 228-3238.

Medical Genetics Seminar
Prenatal Revisited. Dr. R.D. Wilson, Med. Gen., UBC (Grace Hospital). University Hospital-Shaughnessy Site, D308 at 2:15pm. Call 228-5311.

Forestry Seminar
Research On Wildlife In Old-growth Forests-Is It Pointless? Dr. F. Bunnell, Forest Sciences, UBC. One of a series from Forest Resources Management. MacMillan 166 at 12:30pm. Call 228-2727.

Health Care/Epidemiology Rounds
The Measurement of Socioeconomic Status: A Tale of Different Scales. Dr. Neil Guppy, Anthropology and Sociology, UBC. Mather Bldg. 253 from 9-10am. Call 228-2772.

Pediatrics Grand Rounds
Vitamin and Mineral Supplementation in Pediatrics. Dr. Stanley Zlotkin, Pediatrics and Nutritional Sciences, U of Toronto, Hosp. for Sick Children. GF Strong Rehab Centre Auditorium at 9am. Call 875-2117, locals 7107 or 7118.

Regent College Special Lecture
Plato and Paul on Immortality. Dr. Murray J. Harris, Trinity Evangelical Divinity School. Regent College Main Floor Auditorium from 3:30-4:30pm. Call 224-3245.

Committee on Lectures Music Lecture
Stravinsky and the Traditions. Prof. Richard Taruskin, U. of Calif., Berkeley. Music Bldg. Recital Hall at 12:30pm. Call 228-6795.

Faculty Club Seafood Buffet
Main Dining Room at 6pm. Call 228-3803.

MONDAY, JAN. 22

Astronomy Seminar
Associations Between Quasars and Foreground Galaxies. Dr. M. Drinkwater, U. of Laval, Que. Geophysics/Astronomy 260 at 4pm. Coffee available from 3:30pm. Call 228-4134/2267.

Employment Equity Information Session
Sharon Kahn, Director, Employment Equity, UBC. Heather Pavilion Board Room, VGH from 12noon-1pm. Call 228-5454.

Health Care/Epidemiology Seminar
The Hospital as a Healing Environment for Patients and Staff. Lou Evans, Nursing Consultant with Ann Wallace, Acting Director of Nursing, Burnaby Hospital. Mather Bldg. 253 from 4-5:30pm. Call 228-2258.

Mechanical Engineering Seminar
Manufacturing Engineering. Dr. Ian Yellowley, Mech. Eng., UBC. Civil/Mechanical Engineering 1202 at 3:30pm. Call 228-4350.

Applied Mathematics Seminar
Title to be announced. Dr. Achi Brandt, Applied Math, Weizmann Institute of Science, Rehovot, Israel, tentative speaker. Mathematics 229 at 3:45pm. Call 228-4584.

Faculty Club Financial Planning Seminar #1. Directed to the 30-50 age group. Free admission. Music Room at 8pm. Call 228-2708.

TUESDAY, JAN. 23

Institute of Asian Research
Japan Seminar Series Lecture: Japanese Business Attitudes Towards State Economic Intervention. Prof. Lonnie Carlile, Political Science, UBC. Asian Centre Seminar Rm. 604 from 12:30-1:30pm. Call 228-4688.

Office for Women Students Workshop
Time Management. Setting goals and priorities. Free admission. Registration required. One session only. Brock 223 from 12:30-2:20pm. Call 228-2415.

Statistics Seminar
On Numerical Specification of Least Favourable Prior. Dr. B. MacGibbon, Mathematiques et D'Informatique, U. of Quebec a Montreal. Ponderosa Annex C-102 at 4pm. Call 228-3167.

Employment Equity Information Session
Sharon Kahn, Director, Employment Equity, UBC. 5460 BioSciences 5460 from 12:30-1:30pm. Call 228-5454.

History Lecture
Current Developments in Eastern and Central Europe in Historical Perspective. Dr. Richard Challenger, History, Princeton U. Buchanan A-102 at 12:30pm. Call 228-2561.

Faculty Club Tai Chi
Starts today. Tuesdays and Thursdays for 6 weeks. 12 sessions, \$45. Ballroom from 7:30-8:30am. Call 228-4693.

WEDNESDAY, JAN. 24

Graduate Student Society
Female Graduate Student Support Network informal discussion. The Graduate Experience for Women of other Cultures. Dr. I. Samarasekara, Metals and Materials Engineering, UBC. Grad Centre Garden Rm. at 12:30pm. Call 228-3203.

Employment Equity Information Session
Sharon Kahn, Director, Employment Equity, UBC. Buchanan B-232 from 12:30-1:30pm. Call 228-5454.

Orthopaedics Grand Rounds
Upper Limb Construction and Tetraplegia. Chairman, Dr. K.J. Favero. Eye Care Centre Auditorium at 7:30am. Call the academic office at 875-4646.

Pharmacology Seminar
Control of Motoneurons During Sleep. Dr. Peter Soja, asst. prof, Pharmacology and Toxicology, Pharmaceutical Sciences, UBC. IRC #5 from 11:30am-12:30pm. Call 228-2575.

THURSDAY, JAN. 25

Language Education Lecture
Higher Order Processes In Reading and Writing. Deborah McCutchen, U. of Washington. Ponderosa Annex E-105 from 12:30-2pm. Call 228-5235.

Obstetrics/Gynaecology Seminar

Overview Analysis in Reproductive Medicine. Dr. J. Collins, Head, Obstetrics and Gynaecology, McMaster U. and McLaughlin Gallie Visiting Professor. Grace Hospital 2N35 at 1pm. Call 875-2334.

History Colloquium
Josephite and Jean-Baptiste: Gender in the Lower Canadian Rebellion of 1837. Allan Greer, assoc. prof. History, UBC. Buchanan Tower 1207 at 1pm. Call 228-5161/9445.

Psychiatry Academic Lecture Program
Attachment and Care Giving in Families with Narcissistic Members. Dr. Jack Brandes, assoc. prof. Psychiatry, Toronto Western Hospital. St. Paul's Hospital Hurlbert Auditorium from 8-9am. Coffee and muffins at 7:45am. Call 228-7325.

Office for Women Students Workshop
Stress Management - Using Imagery. One-session. Free admission, registration required. Brock Hall 106 from 12:30-2:20pm. Call 228-2415.

Planning Lecture Series
Negotiation in Sustainable Development: The Clayoquot Sound Task Force. H. Allan Hope, QC, Private Mediator. Las-serre 102 at 12:30pm. Call 228-5725.

Faculty Club Seafood Buffet
Main Dining Room at 6pm. Call 228-3808.

Faculty Club Robert Burns Tribute
Dinner, singing and dancing. Address to the Haggis by Dr. Ed Morin. Ballroom at 7:30pm. Call 228-4693.

Faculty Club Whiskey Tasting
Per person, \$12. Salons A, B and C at 6:30pm. Call 228-4693.

FRIDAY, JAN. 26

Health Care/Epidemiology Rounds
Control of Air Pollution. Dr. David Bates, Health Care and Epid., UBC. Mather Bldg. 253 from 9-10am. Call 228-2772.

Graduate Student Society
Nathaniel Hurvitz, solo guitarist. Grad Centre Fireside Lounge at 12:30pm. Call 228-3203.

Medical Genetics Seminar
Clinical discussion. Fellows, Med. Gen., Grace Hospital. University Hospital-Shaughnessy Site D308 at 2:15pm. Call 228-5311.

Chemical Engineering Weekly Seminar
Spouted Bed and Spout-Fluid Bed Hydrodynamics in a 0.91m Diameter Vessel. Yan-Long He, grad student, Chem. Eng., UBC. Chem. Engineering 206 at 3:30pm. Call 228-3238.

NOTICES

Students for Forestry Awareness Symposium
Jan. 19: Keynote address: Old-Growth Forests in the New Forestry. Dr. Jerry Franklin, U. of Washington. Symposium: Forests-Wild and Managed: Differences and Consequences. From 7:30-9pm. Saturday, Jan. 20: Symposium continues with scientists from Oregon, Washington State and B.C. 8:30am-6pm. Both days, IRC #2. Call 228-6021.

Language Programs and Services
French in Action multi-media language

January 14 –
January 27

program, Levels I-V. Tuesday and Thursday evenings, Thursday afternoons and Saturday mornings. Beginner Spanish, Japanese, Mandarin and Cantonese, Tuesday evenings and Saturday mornings. Elementary and advanced levels in all languages, Thursday evenings. Business Japanese Level I and II and Teaching Languages to Adults also available. Spanish Immersion Program in Cuernavaca, Mexico, Feb. 26-Mar. 16. Call Continuing Education at 222-5227.

Frederic Wood Theatre

Co-production with the School of Music. Sweeny Todd: The Demon Barber of Fleet Street. Music and Lyrics by Stephen Sondheim. Book by Hugh Wheeler. Director, French Tickner. Jan. 17-Feb. 3 Sundays excluded. Reservations recommended. FWT curtain time, 8pm. See Room 207 of FWT or call 228-2678.

Dorothy Somerset Studio

Production
Curse of the Starving Class by Sam Shepard. Director Stephen Malloy. Jan. 23-27. All tickets, \$5. Reservations recommended. Curtain time 8pm. See Room 207, FWT

Comparative Literature

Annual Conference
20th Anniversary. Resistance to Theory Conference. Featuring Gerry Graff, Northwestern U.; Jonathan Culler, Cornell; Gayatri Spivak, Pittsburgh and Milan Dimic, U. of Alberta. Asian Centre Auditorium, Jan. 26 at 8pm; Jan 27 from 9am-6pm. Call 228-5157.

Office for Women

Students Workshops
Essay Skills Workshop with Nancy Horsman. Three one-hour sessions. Thursdays, Jan. 25, Feb. 1 and 8. Buchanan B-212 from 12:30-1:30pm. Call 228-2415.

Post Polio Study

Persons with polio needed for functional assessment and possible training programs. Elizabeth Dean, PhD, School of Rehabilitation Medicine. Call 228-7392.

Multiple Sclerosis Study

Persons with mild to moderately severe MS needed for study on exercise responses. Elizabeth Dean, PhD, School of Rehab. Medicine. Call 228-7392.

Psychiatry Study

Men and women 19-60 years, to participate in research investigating eye function in depressed patients and control volunteers. Volunteers must not have a past history or family history of depression and

would have retinal tests at the VGH/UBC Eye Care Centre. Stipend \$15. Call Dr. Lam or Arlene Tompkins at 228-7325.

Psychology Study

Non-student volunteers, aged 30-40 and living with a heterosexual partner, to keep a daily journal (average 5 min. daily) for 4 months. Participants will look for patterns in their physical, emotional and social experiences. Call Jessica McFarlane at 228-5121.

Back Pain Research

Volunteers needed for magnetic resonance imaging of healthy spines - men and women aged 18 - 60, non-pregnant, no pacemakers, no intracranial clips and no metal fragments in the eye. University Hospital employees excluded. Call June 8am and 4pm, Monday - Thursday at 228-7720.

Agricurl

Late afternoon curling. Experienced curlers and those wishing to learn are welcome. At Thunderbird, Tuesdays, 5:15 - 7:15. Call Paul Willing, 228-3560 or Alex Finlayson, 738-7698 (eve.)

Badminton Club

Faculty, staff and Grad Student Badminton Club meets Thursdays, 8:30-10:30pm and Fridays, 6:30-8:30 pm in Gym A of the Robert Osborne Sports Centre. Fees, \$15 until April with valid UBC Library card. Call Bernard at 731-9966.

Walter Gage Toastmasters

Wednesday. Public Speaking Club Meeting. Speeches and tabletopics. Guests are welcome. SUB at 7:30 pm. Call Sulan at 597-8754.

Psychology Study

Opinions of teenage girls and their parents on important issues surfacing in family life. Volunteers needed: 13 - 19 year old girls and one or both of their parents. Call Lori Taylor at 733-0711.

Sexual Harassment Office

Two advisors are available to discuss questions and concerns on the subject. They are prepared to help any member of the UBC community who is being sexually harassed to find a satisfactory resolution. Call Margaretha Hoek or Jon Shapiro at 228-6353.

Statistical Consulting and Research Laboratory.

SCARL is operated by the Department of Statistics to provide statistical advice to faculty and graduate students working on research problems. Call 228-4037. Forms

for appointments available in Room 210, Ponderosa Annex C.

Volunteering

To find an interesting and challenging volunteer job, get in touch with Volunteer Connections, Student Counselling and Resources Centre, Brock Hall 200 or call 228-3811.

Lung Disease Subjects Wanted

School of Rehab Medicine is seeking interstitial lung disease subjects in order to study the effect of this disorder in response to submaximal exercise. Call Frank Chung at 228-7708.

Parenting Project

Couples with children between the ages of 5 and 12 are wanted for a project studying parenting. Participation involves the mother and father discussing common child rearing problems and completing questionnaires. Call Dr. C. Johnston, Clinical Psychology, UBC at 228-6771.

Teaching Kids to Share

Mothers with 2 children between 2 1/2 and 6 years of age are invited to participate in a free parent - education program being evaluated in the Department of Psychology. Call Georgia Tiedemann at the Sharing Project 228-6771.

Fitness Appraisal

Physical Education and Recreation, through the John M. Buchanan Fitness and Research Centre, is administering a physical fitness assessment program. Students, \$25, others \$30. Call 228-4356.

Surplus Equipment Recycling Facility

All surplus items. Every Wednesday, noon-3 pm. Task Force Bldg. 2352 Health Sciences Mall. Call 228-2813.

Neville Scarfe Children's Garden

Located west of the Education Building. Free admission. Open all year. Families interested in planting weeding and watering in the garden, call Jo-Anne Naslund at 434-1081 or 228-3767.

Botanical Garden

Open every day from 10am-3pm. until mid-March. Free admission.

Nitobe Garden

Open Monday to Friday, 10am-3pm until mid-March. Free admission.

Forum

Social sciences
are neglected

By KENNETH D. CRAIG

(Kenneth D. Craig is a professor in the Department of Psychology.)

Social science research continues to make remarkable contributions to Canadian society, despite substantial under-funding and neglect. If this statement sounds defensive, let's first try this quiz:

1) Are the following important problems for Canadian society?

Poverty, prejudice, illiteracy, international conflict, the changing role and deterioration of the family, sexual or physical abuse, other forms of violence and crime.

2) Are many of the following problems reasonably described as having important human and social causes or consequences?

Global warming, destruction of the forests, acid rain, soil erosion and deterioration of the ozone layer.

These represent some of the major challenges our society confronts. Whether you like it or not, it is the social scientists in Canada who are working with and attempting to resolve these problems.

Fortunately, Canada has a well-established cadre of human scientists. There are surprisingly large numbers engaged in exciting and important social science research. About 15,000 social scientists, 24 constituent scientific organizations, and 65 universities are represented by the Social Science Federation of Canada, the primary vehicle whereby issues of concern to scholars in the social sciences are brought to the attention of the public and the government.

The importance of the social sciences to the quality of life and economic well-being in Canada is well-recognized by senior public policy makers. For example, in a recent letter to SSFC, William Winegard, Minister of State (Science and Technology) spoke of the "potential contribution of social science research to the pursuit of international competitiveness."

But despite the demonstrable need and the eloquent words, the social sciences receive absurdly small levels of support. As a prime example, one could examine the funding levels provided by SSHRC, the national agency supporting research on humans as social and cultural beings. The level of funding has suffered a constant relative decline since 1970.

In 1987, 58 per cent of all Canadian research scientists were eligible for SSHRC support, but only 12 per cent of the funds made available to federal research councils (NSERC, MRC, and SSHRC) were available to SSHRC.

In consequence, only four per cent of social scientists eligible to receive research support did so. Undoubtedly, this meagre participation rate indicates that a self-defeating vicious circle is in action. The limited funds available has affected the willingness of the social science community to apply for funds.

As a research intensive university with a substantial focus on graduate programs, UBC is well

aware that our graduate students in the social sciences suffer as well.

Statistics Canada data indicates that about 51 per cent of the Canadian

graduate student population lies under the SSHRC umbrella, compared with 28 per cent under NSERC and 19 per cent under MRC. To support this population, the SSHRC can only award 1,200 scholarships (all at the doctoral level), compared with 2,586 NSERC and 350 MRC fellowships.

As a further example, the Minister of State (Science and Technology) recently named the 14 research networks that will benefit from the \$240-million available in the Networks of Centres of Excellence competition. Not one was social science based.

Why is Canadian society and the social science community treated this way? There are many reasons: First, while social scientists should be the first to recognize the complex social context of science, we have not fully understood the ecosystem in which decisions are made. To put it another way, it is not just the good science that receives support when political decisions are being made.

Second, policy-makers have been preoccupied with inventions that have immediate commercial applications or economic benefits. The spinoff benefits for the business sector and universities and industry of social science research are not as obvious or tangible but equally important in the long run.

Third, we continue to see Canada as a resource-based economy rather than one in which intellectual endeavors will dominate.

The physical and biological scientists recognize this. Arthur May, president of NSERC, recently addressed SSFC on the linkage between "the so-called hard sciences and the social sciences." He stressed the "post-technological aspects of competitiveness," which need to be addressed if we are to increase Canada's international competitiveness. Unless we effectively mobilize human resources the accomplishments of the "non-social" sciences will be of little use.

Fortunately, there are some glimmers of hope. UBC social scientists are the most successful among the larger universities in Canada in the annual SSHRC grant competition, in terms of both the proportion of applications funded (68 per cent) and the size of grants.

UBC's Vice-President for Research Robert Miller has recently established an advisory Social Sciences and Humanities Research Board. Among other initiatives, it has been responsible for start-up grants for new faculty.

The UBC Mission Statement and Strategic Plan recently endorsed by the Board of Governors recognized the difficult position of the social sciences.



Craig

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Report of the Task Force on Continuing Education

The Report of the Task Force on Continuing Education makes recommendations on Continuing Education, Distance Education and Extra-Sessional Studies which are of general importance to the University. The body of the Report is printed here as a special insert in *UBC Reports*. The four appendices referred to in the Report have not been reprinted but they are available in the President's Office should anyone wish to read them.

The University is most indebted to the members of the Task Force who devoted a considerable amount of time and effort to the preparation of the Report.

I would now very much like to receive input from the general University community on the recommendations in the Report, and would like to receive any comments that people may wish to make by at the latest January 31, 1990.

David W. Strangway

Executive Summary

This Task Force has spent the past 12 months reviewing Continuing Education at UBC. The process involved first of all assembling material describing Continuing Education activities from the various Faculties, Departments, and Schools. It was clear from the response (details of which are included as Appendix D to our Report) that there is an enormous amount of Continuing Education activity, amounting to at least \$15M, broadly based throughout the University.

It was also clear from reviewing the history of Continuing Education at UBC, that there has been a steady decentralization of responsibility for Continuing Education, which has worked well for the professional disciplines, but has led to a lack of coordination, focus, and faculty involvement in non-professional areas. The current situation is particularly discouraging for the Centre for Continuing Education, and we therefore spent a great deal of time discussing the merits of various alternative administrative models for Continuing Education. We present three models: a Faculty of Continuing Studies, a semi-centralized model consisting of a Centre for Extended Learning with particular emphasis on Arts and Science and with overall coordination of Continuing Education handled by a new Associate Vice President, and a decentralized model where the responsibility for Continuing Education activities would be taken on by the existing Faculties, again coordinated overall by an Associate Vice President. A strong majority of Task Force members (9 of 11) prefer the second model, and recommend its implementation as soon as possible.

Besides the administrative structure, the Task Force also dealt with the role of Continuing Education at UBC, and concluded that the increased emphasis on graduate study and research would create new opportunities for quality Continuing Education activities, and that key factors in realizing these opportunities would be enhanced faculty participation and dynamic leadership for Continuing Education on campus. We list a number of specific areas for Continuing Education growth in Section V, including an International Centre, diploma programs, and residential and seniors programs.

Our review of Continuing Education has also shown that the financial reporting for these activities is very uneven. We recom-

mend that a complete review of financial reporting for Continuing Education be undertaken, so that the University has a clear picture of revenue and expenditures in these areas. Regardless of how this review turns out, we believe that Continuing Education must have access to general University revenues as a source of funding, since part of the University's mandate is to provide quality Continuing Education to the public.

Finally, besides the important issues of increased faculty involvement and greater promotion, we must stress the critical importance of leadership in this area. Whether it is a Dean, Director, or Associate Vice President, there must be one person whose sole responsibility is Continuing Education for UBC - the programs, the liaison, and the finances. There is a great opportunity here for an outstanding individual.

I. Introduction

This Task Force has spent the past 12 months reviewing and discussing Continuing Education at UBC (See Appendix A for a summary of its activities). Through our review, it has become apparent that Continuing Education, defined in a broad sense, is thriving across the campus, and indeed is an integral part of the scholarly activity of most of the academic units. In Section II, we try to give the current status of the more significant Continuing Education activities of which we are aware. We think this inventory is essential if one is to understand the broad commitment the University is already making to Continuing Education. The detail provided from each unit is included as Appendix D.

From this inventory of current activity, we then attempted to define the role of Continuing Education in the future evolution of UBC and within the context of changing trends of the community at large. With UBC's increasing priorities for graduate study and research, the university has created a great opportunity for the expansion of quality Continuing Education programs, in both professional and non-professional disciplines, at a time when life-long learning is becoming a new pattern

in our education system. We discuss these aspects in Section III.

In order to assess Continuing Education properly, one must also place it in the proper context within the University. This point was made forcefully by the external consultants, whose report is included as Appendix B, and whose advice we are most grateful for. Basically, there are three kinds of teaching activities in a modern university: undergraduate studies, graduate studies and continuing studies. Each one forms an essential part of any university, and each must have the appropriate structures set up for program development, administration, delivery, and evaluation. Unfortunately, it is clear that the structures now in place for Continuing Education at UBC do not adequately address its needs. In Section IV, we discuss alternative structures which were considered in our analysis for improving the administration and delivery, and serving to promote Continuing Education both internally and externally.

In Section V, we list some specific opportunities for enhancing Continuing Education programs, and in Section VI discuss the financial aspects of Continuing Education.

We end the Report with a summary of our recommendations and conclusions in Section VII, list our Task Force membership and, Terms of Reference in Section VIII, and supplement the Report with Appendices A-D.

We would like to acknowledge the efforts of the CICSR Secretary, Susan Perley, in arranging meetings and preparing the report.

II. Current Status of Continuing Education Activities

Before 1970, Continuing Education activities at UBC were coordinated through the Extension Department. Over the past 20 years however, a gradual decentralization of the programs designed for the professions has occurred, so that now in 1989 the total commitment to Continuing Education is very broadly based indeed. Details supplied by the units are provided in Appendix D.

We can summarize the current situation

by the accompanying diagram, which shows the many decentralized units that offer professional extension to a specialized clientele, and the more centralized unit that clusters all other disciplines, including Arts and Sciences, for the general, part-time adult learners (including professionals outside their primary discipline).

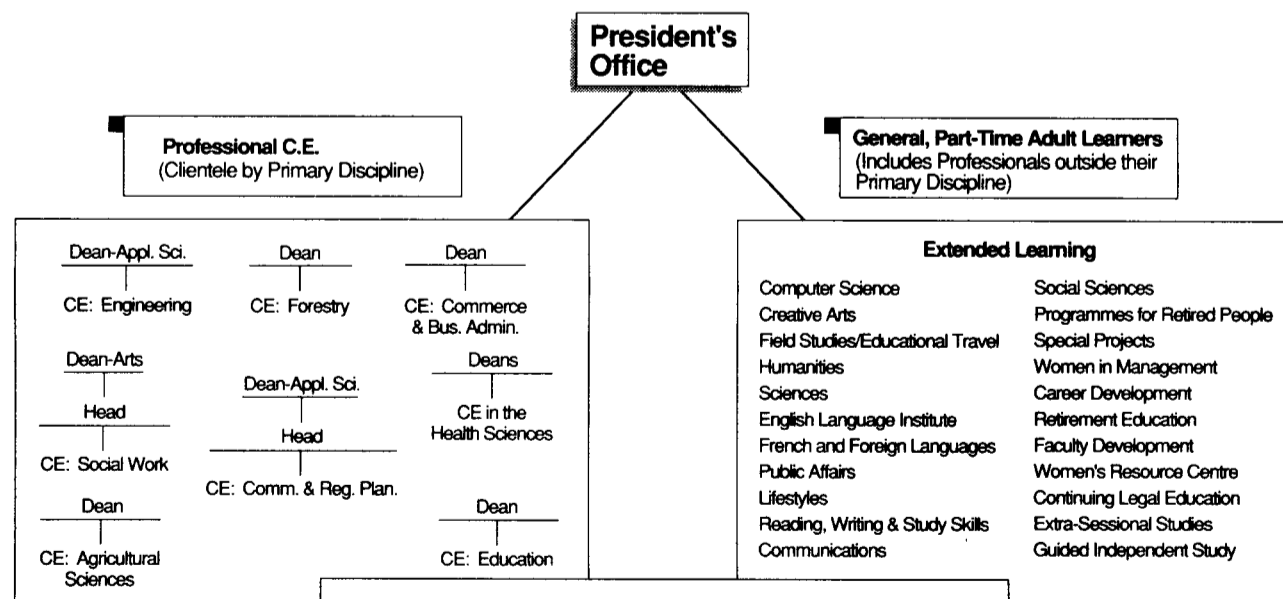
The figures shown in the Statistical Summary have been compiled from the UBC Financial Services records (1987-88) and the UBC publication on Part-time Studies, Distance Education and Continuing Education submitted to the President and Senate for 1987-88.

Remarks

It is clear that the professional faculties have assumed responsibility for their own continuing education activities, which in many cases are very extensive indeed. This evolution has left the Centre for Continuing Education (CCE) with a much smaller mandate, relating essentially to academic programs of the Faculties of Arts and Science. Even this is an overstatement; apart from the CCE programs in Computer Science and Technology and Urban Planning, most of the CCE programs relate to academic areas in the Faculty of Arts, with some coordination with other Faculties. Program areas include the Arts, Communications and Writing Skills, Computers, Humanities and Social Sciences, the Language Institute, Lifestyles, Professional Development, Seniors and Retirement Planning, Science and the Environment, Educational Travel and others.

The other existing structures involved in Continuing Education at UBC are the Office of Extra Sessional Studies, which coordinates the credit courses offered outside the normal daytime Winter Session time periods, and Guided Independent Study (GIS), which coordinates the delivery of credit courses to areas outside the UBC campus (the UBC Access program). Guided Independent Study also coordinates and negotiates the grants provided for distance education by the Province.

Statistical Summary of Continuing Education Activities at UBC



'87 - '88 Estimates*			
Total Participants	32,906	Total Participants	48,170
Total Budget	\$5,955,382	Total Budget	\$9,145,472
Net Surplus	\$370,240	Net Surplus	\$182,573

(Includes Urban Planning and Engineering estimates)

* Budget figures taken from Financial Services records. Participants numbers taken from Part-time Studies, Distance Education, Continuing Education and Cultural Activities of UBC, 1987-1988. Report to the President, the Senate and the Board of Governors.

In total, referring to the figures provided in Appendix C, one can arrive at a dollar figure of approximately \$15M for total Continuing Education activity in 1987/88. However, as we discuss in Section V, these figures are very rough, and do not include much of the activity which is integrated into the operation of the various units. This financial data does however offer a general indication of the scale of these activities.

UBC has a strong commitment to, and great success in, the professional extension of faculties. Additionally, the University has acknowledged the need for more general non-credit continuing education and its obligation to contribute to the cultural, social, and political advancement of the community at large. Part-time credit offerings and distance education programs also relate to the needs of the part-time adult learners. With these building blocks and a basic commitment to continuing education, our Task Force proceeded to explore the options for a comprehensive and coherent model of continuing education for UBC.

III. Role of Continuing Education at UBC

(i) Basic Philosophy and Definitions

LIFE-LONG LEARNING is generally accepted as a cornerstone of academic life. Continuing Education is, and should remain, an important activity for UBC, and is so described in the UBC Mission Statement. It is one of the most successful means for UBC to maintain an active link with the community, benefiting both faculty members and participants.

Based on the principles of life-long learning, CONTINUING EDUCATION facilitates learning for adults who need or wish to pursue university level education for personal or professional development purposes. Continuing education also provides appropriate delivery systems to meet the needs of mature learners. In responding to the needs of the part-time adult learner, continuing education becomes a window for the community to access the diverse and complex resources of the University; a bridge for the dissemination of scholarly research translated for the benefit of the community. It complements and supplements the regular full-time programs at the university.

THE ADULT LEARNER is a professional, a para-professional, a housewife, an unemployed worker, etc; in other words, a person who feels that UBC has particular knowledge that is of use and/or of pleasure to access. Community colleges, technical training institutes, job training ventures, and local community centres can provide some of the knowledge and training needs in situ. What they cannot provide is the knowledge and stimulation that a seasoned and disciplined researcher/teacher can disseminate both at the research level and in popular terms; or that unusual laboratories, equipment or special teaching/learning environments can provide. We believe that UBC has a responsibility to provide this expertise to adult learners in British Columbia and beyond, and to do so within an organized and coherent framework so that learning experiences can be enjoyable, continuous, and maintained at consistently high standards. This means that UBC faculty and staff, visiting scholars in residence, and other technical experts and so on should be providing continuing education and there should be appropriate screening devices and payment to ensure high quality.

(ii) Future Trends

Our commitment to continuing education is based not only on the philosophical principle that "education is life-long" but also on the current and future trends that we see in the community, the marketplace, and the changing global economy.

In brief, these trends include:

- the importance of knowledge and information distribution to our economy

- rapid changes in technology altering our daily lives and requiring a new skill base

- career shifts
- a general decline in labour force growth
- a shrinking 18-24 year old population
- dramatic growth in education enrollment of older, usually part-time students
- a rapidly growing seniors community
- changing leisure patterns over the next 10 years

- a city moving into a transition period with a changing cultural mix and rapid growth requiring new infrastructure development and planning

- increased interest in relationships between the university and business and industry

- a steady increase in demand for continuing education activities

- a renewed focus on environmental issues and sustainable development

The above list highlights the changing cultural context of the University and reinforces the concept of shifting educational patterns. With people needing to constantly update their education, their skills and their perspective, UBC has the opportunity to service the fastest growing segment of the educational marketplace.

These trends confirm the folly of assuming that education is essentially a one-time affair that ends with high school, an undergraduate or even a graduate degree. Since the university is the main concentrated repository of frontier research and perhaps the major agent in the constant updating of our understanding of man and nature, past, present, and prospective, it is inevitable and appropriate that society should turn to the university for upgrading, for insight, and for the mental tools to adapt to a world that constantly moves away from the one we knew in our earlier educational years.

Further, we believe that such linkage with the community of learners in continuing studies is beneficial for the research mission of the university. In a number of areas, the stimulating contact with the surrounding society provided by Continuing Education prevents the excesses of self-absorption and disciplinary ethnocentrism to which scholarship sometimes succumbs. We do not view it as accidental that many of the great universities of the western world are vigorous performers in Continuing Education.

IV. Alternative Administrative Structures

(i) Guiding Principles

In analyzing the possible structural models for Continuing Education at UBC, the Task Force has developed the following principles from which to work.

1. Continuing Education is a basic educational responsibility of the University.

Continuing studies is one of the basic educational responsibilities of the university, along with undergraduate study, graduate studies and research. It is not to be thought of as a luxury, as a luxury to be dispensed with in tough times, or as an ancillary service that derives its justification from its link with another more highly valued activity. This responsibility reflects a linkage and commitment to the community that must be supported through quality programs made easily accessible to the public.

2. Continuing Education must be consistent with the mandate and mission of the University.

As a public university, UBC has the legislated mandate and self-proclaimed objective to support continuing studies as one of its basic academic responsibilities. As the flagship university in the province, it must continue to play a leadership role in the development and delivery of Continuing Education programs. For the general public, the Continuing Education offerings form one of the most visible parts of UBC's educational activities, and thus represent a crucial element

in the perception of the University by the people of the province.

3. Continuing Education must be integrated into the University community, with substantial faculty involvement and guidance.

Any new administrative structure must be more closely tied to the Faculties with mechanisms put in place to ensure quality control and more faculty member involvement. Faculty members should be consulted in shaping policy and establishing standards. Significant incentives for this involvement are clearly necessary.

Any new structure should consider all faculties and departments on campus with an eye to continuing education potential into the future. We must create a dynamic and flexible structure that can bring together the necessary and available resources throughout the university, as community needs arise and shift.

4. The structure of Continuing Education must allow for effective and efficient operation, including management, marketing, communication, accounting, and registration.

The proposed structure must be as financially responsible as possible, reducing redundancies wherever appropriate. With the sharing of administrative services, accounting, documentation management, efficient registration procedures, and centralized information and reception, economies of scale can be realized. For the general public, working through a central access point is also the most effective way to gain entry to Continuing Education activities. Strong marketing and promotion strategies need to be coordinated to display all that UBC has to offer the community, in its broadest sense. We need to work together to represent the University as a cohesive whole, not as an aggregation of discrete disciplines.

5. Continuing Education must have strong leadership.

Dynamic leadership will be a critical element in the successful implementation of any new administrative structure. UBC needs to increase its visibility and vision in the realm of Continuing Education, and this starts with the leaders of the program.

6. Continuing Education must have strong financial viability.

The appropriate internal financing of Continuing Education activities is a complex issue. Nevertheless, since Continuing Education is a basic University responsibility, it must have access to general University revenues as a source of funding. This does not preclude having financial self-sufficiency as a goal, or indeed that Continuing Education should not be fiscally responsible.

However, the Task Force does not accept the view, a priori, that Continuing Education must be financially self-sufficient. Undergraduate and graduate teaching and research are not self-sufficient and we believe that Continuing Education should be similarly viewed.

(ii) Three Possible Models

In examining alternative structures for continuing education at UBC, we considered a wide range of centralized through decentralized models. We have also examined the issues from the perspectives of UBC administration, the faculty and the mission statement as well as that of an adult learner wanting, and needing, to access the educational opportunities this university has to offer. We have focused on: the issues of quality control as well as innovation in programming; the role of faculty; the administration management options; public accessibility; ability to

adjust to meet changing need; and financial implications of the various models.

We feel that the best alternative in the UBC environment is a mixed model of centralization and decentralization with all parts of the model having a strong root in the academic faculties and departments.

The Task Force believes that professional continuing education should remain decentralized. Their clientele has special needs tied to the faculty expertise, and administration seems appropriately left at this level. The clientele is more easily identifiable, being graduates of the particular field or otherwise qualified for such specialized training. The client group also knows how and where to locate their primary source of professional continuing education. There is less problem with public perception or confusion at this level except when interdisciplinary treatment of an issue is required.

With regard to the more general part-time adult learners (including many professionals outside their specialized discipline), our Task Force has focused on three possible administrative structures. We include and describe each of these models as the comparisons help to enlighten the issues. The degree to which each model is supported by members of the Task Force has been indicated.

I. A Faculty of Continuing Studies (with a Dean)

(The centralized model)

II. A Centre for Extended Learning (with a Director), external to the Faculties, plus a new Associate Vice President for Continuing Education

(The semi-centralized model)

III. Decentralized Faculty responsibility for Continuing Education coordinated by an Associate Vice President for Continuing Education.

(The decentralized model)

I. A Faculty of Continuing Studies

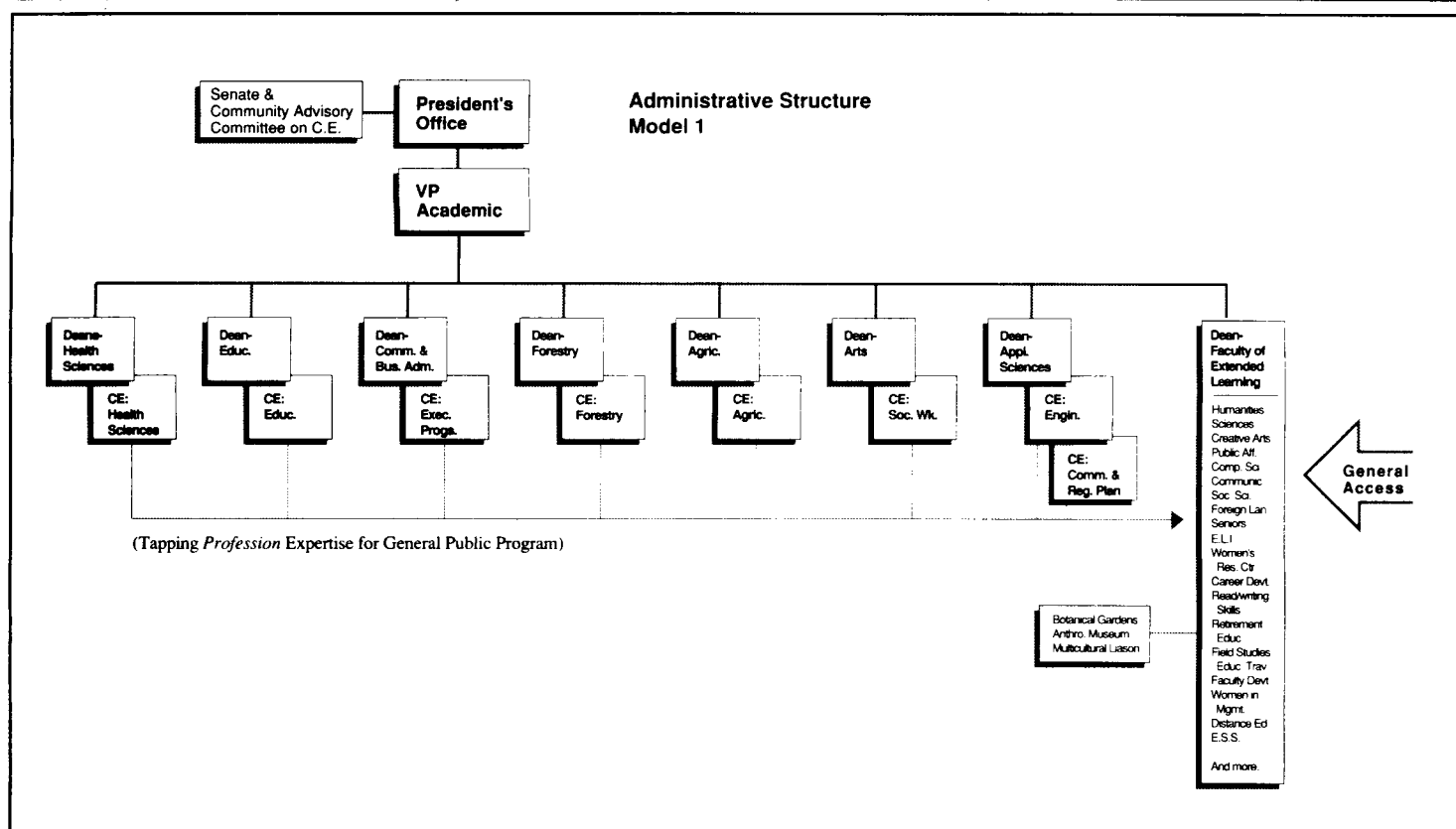
Clearly, this is the most centralized of the three models. The new Faculty would incorporate what is now the Centre for Continuing Education, the Extra-Sessional Studies Office, and Guided Independent Study. It would function much like the present Faculty of Graduate Studies, with representatives appointed from other Faculties to ensure involvement and liaison with faculty members from all over the University.

Incorporating Extra-Sessional Studies along with Guided Independent Study is important for several reasons. As both of these units strongly relate to the educational needs of the part-time adult learner, they should be well coordinated with other units of similar mission. A recent survey of colleagues at eight major Canadian universities has shown that while the theory of decentralizing Extra-Sessional Studies may seem appealing, the reality is that doing so can result in a loss of program offerings. Central coordination, on the other hand, can keep it active and broadly based.

As stated earlier, this model must be strongly rooted in the Faculties for program and quality control. Support from the deans and heads will be extremely important to the long term success of this model.

The offerings now clustered within the Centre for Continuing Education will also need restructuring to better rationalize the program areas and better reflect the broad range of expertise at the University. The new Faculty would also work closely with the continuing education units in the professional faculties to help offer their expertise to a broader general public.

An active Executive Committee would be created to assist the Dean of Continuing Studies in formulating policy and providing direction. It should be composed of the appropriate representatives from all Faculties and include Senior Program Directors from the Faculty of Continuing Studies. Its mandate would include communication and liaison between Faculties and it would provide initiative for future continuing education programs, including interdisciplinary activities. It would also help the Faculties feel a sense of active involvement and ownership of the University's



Vice President).

Advantages of the Model

1. Closer linkages between field and faculty (town and gown) and tighter academic control of content by individual units.
2. More direct outlet for faculty research and professional development. Stimulation of combined professional/academic research and development activities.
3. Direct linkage of faculty to their particular publics, and to the general public through selected channels.
4. More direct and relevant incentives to Faculty members for their involvement in continuing education, i.e. options in teaching assignments, greater faculty/field appreciation through business, professional organization support.
5. Direct financial incentives for each individual unit. (For non-professional faculties, seed funding would be needed for some years until cost-benefit returns were developed).
6. Ability to fine-tune (long-term and short-term) input-output of all continuing educational activities.
7. AVP to promote high-level University-community profile or activities at the level of governments, professional organizations, other academic units, community etc.

offerings in Continuing Education.

The success or failure of this model will be highly dependent on the personality of the Dean of Continuing Studies. He/she would represent UBC in the realm of Continuing Education, and would be ultimately responsible for all programs in the new Faculty. The other crucial factor is the acceptance of the new Faculty by the Deans of the existing Faculties.

Support: This is the model recommended by the outside consultants. On the Task force, this was the first choice of one member (the Chairman).

internal restructuring would be extremely beneficial. The current category divisions are often confusing to both University people and the general public. Clarity could be achieved by clustering some of the program areas into stronger units with rational ties to the UBC departments and clearer divisions for clientele access. Although some concrete examples of new groupings were presented, it was the consensus of the Task Force members that this should be reviewed by the new Associate V.P. along with the Director.

Strengths of the Model

a) You can get there from here - the model involves a major reorganization of the Centre for Continuing Education, but not its abandonment. The latter, we believe, would result in a public outcry that would seriously damage the reputation of UBC.

b) Because of the direct involvement of the President's Office, the model projects a strong commitment of UBC to public education. At the same time, the financial commitment of the President's Office to Extended Learning would be overseen by a member of the Office.

c) This semi-centralized model preserves the autonomy of the programs in the professional Faculties, while at the same time maximizing the potential for multi-disciplinary programs and for meeting the "unknown" future needs of adult learners.

d) The Assistant Deans provide direct ties to the Faculties of Arts and Science. These ties can encourage faculty involvement and will help promote the delivery of programs meeting the quality standards of these two Faculties. At the same time, however, by

drawing on its long experience in the marketing of programs, the Centre will be able to deliver courses in a time and manner requested by its clientele.

e) The Policy Board can provide the coordination so much needed on the campus. On this Board, both the Centre and the professional Faculties will have strong voices.

f) This model provides an efficient and effective structure for operations and administration. Centralization allows the sharing of resources and of support services such as registration, accounting, marketing analysis, promotion and so on. This will increase the visibility of all programs, and simplify access to them.

Space Considerations

The present location of the Centre for Continuing Education reinforces its isolation from the rest of UBC. Ideally, the reorganized Centre should be more centrally located.

Support: This model was the preferred choice of nine of the Task Force members.

III. Decentralized Continuing Education Model

Model Structure

This model of extended learning at UBC places responsibility for all Continuing Education activities in their appropriate academic environments. University-wide co-ordination of continuing education falls under the V.P. Academic, but to ensure proper attention to the broad band of activities campus-wide, the model envisages a senior staff member assisting the V.P. Academic (e.g. an Associate

Disadvantages

1. Less centralized focus leading to the need for an AVP to further stimulate and coordinate interdisciplinary content/territory/audience etc.

2. No apparent general University focus to market-place i.e., centralized information office, registration procedures, general marketing strategies, financial matters.

3. Some duplication of administrative costs (i.e. specific marketing versus general marketing of UBC opportunities in extended learning).

4. Missed opportunities and diffused focus of responsibility. Certain Faculties or Schools may opt out of the university thrust to extended learning due to differing priorities, financial disincentives, etc.

5. Implies demise of current Centre of Continuing Education as it currently operates. Staff must be located elsewhere on campus to facilitate extended learning opportunities and activities.

Caveats

1. This model assumes Extra-Sessional affairs are subsumed into regular University operations in the Registrar's Office.

2. Guided Independent Study must be reorganized in order to better serve the decentralized units under AVP, and enhance Distance Education activities from UBC throughout the province.

Support: This model was the preferred choice of one of the Task Force members.

II. Centre for Extended Learning

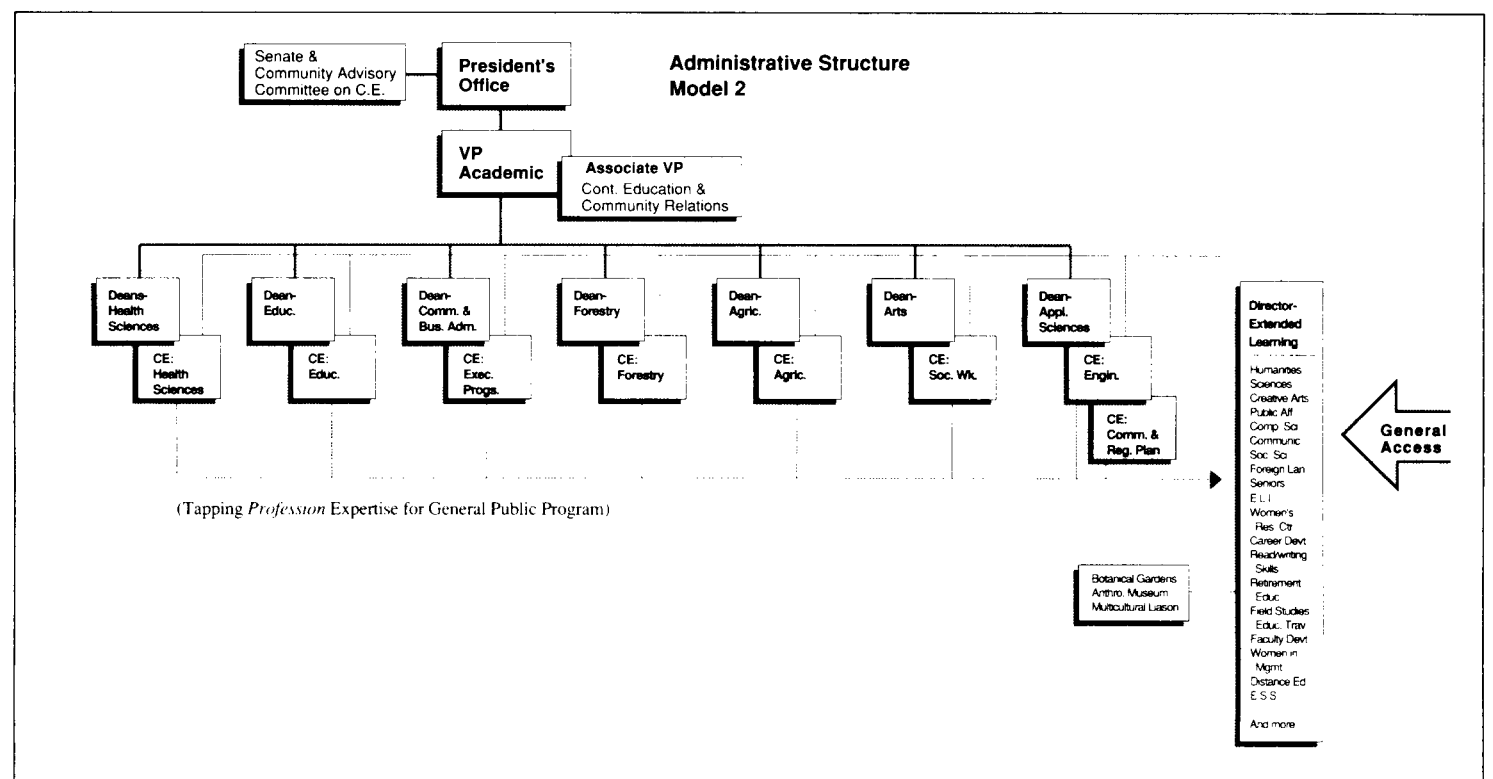
This model is somewhat similar to Model I in that it also regroups what is now the Centre for Continuing Education with appropriate units of Extra-Sessional Studies and Guided Independent Study.

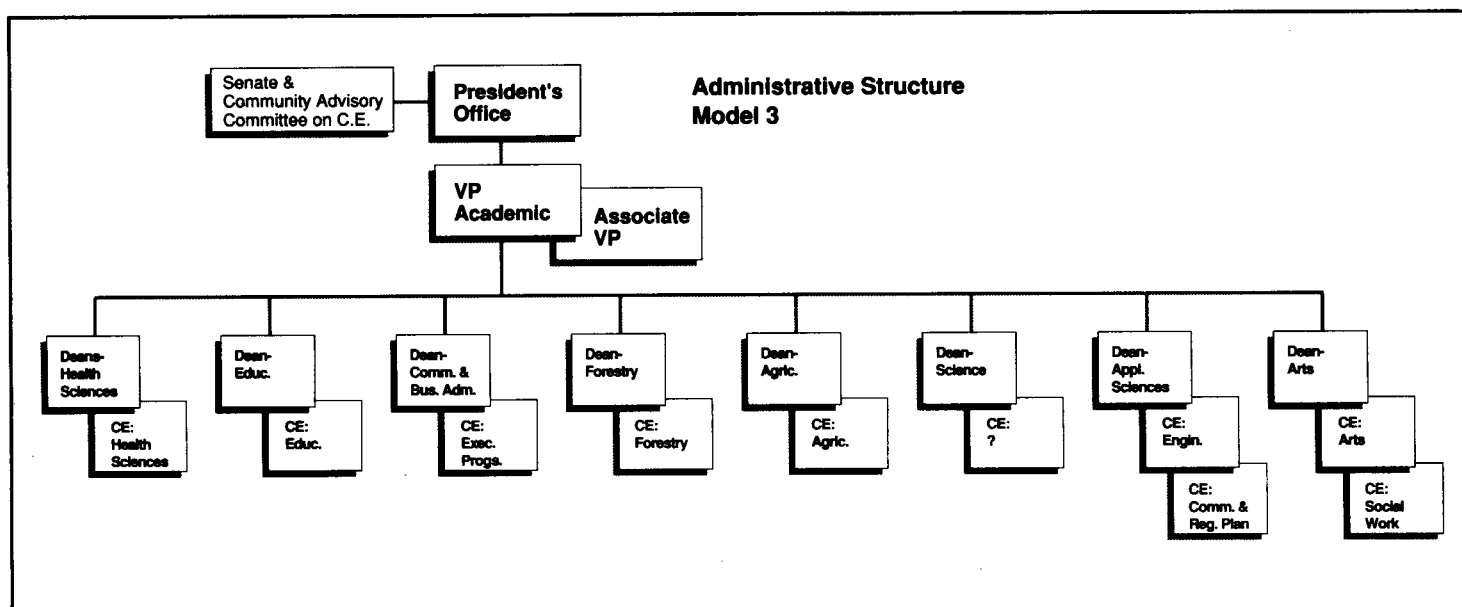
Leadership and vision are achieved in this model by establishing the new position of Associate Vice President for Continuing Education. This new position will help create strategic plans, policies and direction for the Centre for Extended Learning as well as provide a pluristic vision of Continuing Education at UBC as a whole (including overseeing the summary Continuing Education budget). The Associate Vice President would promote a high-level University-Community profile and work with all levels of government and wide varieties of organizations in support of life-long learning.

This model must also be strongly rooted in the relevant Faculties for program and quality influence. Since the support and participation from the deans, heads, and faculty members is so essential to the long term success, we recommend that each of the Faculties of Arts and Science have an Assistant Dean with major responsibilities for Extended Learning who sits on a newly formed Policy Board (described below). These positions will require earmarked funds that cannot be used for any other purpose. Such roles will help to maintain the blend of Continuing Education with academic resources.

A Policy Board for Extended Learning will be set up for additional guidance and faculty coordination and will have a membership of: the Associate V.P. (Chair), the Assistant Deans from the Faculties of Arts and Science, The Director for Extended Learning, the Chair of the Senate Committee on Continuing Education, the Chair of the President's Community Advisory Committee on Continuing Education, and representatives from the professional Faculties. This Committee's role is to oversee the programs, encourage faculty involvement, and help to bridge disciplinary boundaries.

With regard to the current program area divisions within the Centre for Continuing Education, the Task Force suggest that an





(iii). Recommended Model

A strong majority of the Task Force (9 of 11) recommend that the University support and implement the semi-centralized Model II as soon as possible. This model was seen as a more workable, politically acceptable alternative to Model I. It was also seen to be flexible enough to accommodate future modifications and visible enough to allow Continuing Education to flourish on the campus. As well, this majority believes it to be appropriate for the mission of the University, and capable of providing a mechanism for cost recovery in Continuing Education.

V. Opportunities for Continuing Education

(i) The new structure for Continuing Education should allow for liaison with the professional faculties to develop courses for the general public that reflect the role these professions play in society. As well, it could encourage the development of short courses and diploma programs within the appropriate faculties to enhance our offerings in the graduate area. Such offerings would allow more interaction between faculty members and professionals in the private sector, and allow better feedback from business and industry.

(ii) The further development and expansion of the Language Institute to become the International Centre, within the new administrative structure, would assist in marketing education internationally. It would provide a wide range of services and links to the Pacific Rim and other areas around the world. (For example, orientation and language training for students and professionals coming to Canada, orientation and on-going support for UBC students from overseas including special training programs for graduate teaching assistants needing to master the English language to work on campus... and many more). The Centre must be well coordinated with other UBC units such as the International Liaison Office, Foreign Students Office, and the international component in the individual Faculties.

(iii) A downtown presence for UBC already exists with the Women's Resources Centre. This organization does an excellent job in interacting with people downtown, counselling and advising on access to UBC's programs. We believe such access points are extremely valuable for UBC, and should be expanded and enhanced.

(iv) In recognition of the need for quality and comprehensive marketing, we recommend a major periodic publication which includes references to all continuing education available at UBC (including professional schools, Botanical Gardens, Museum of Anthropology, the School of Music, and so on) — an active window and single access guide to the campus for the whole community.

(v) We recommend that the Speaker's Bureau be incorporated into the new Faculty or

Centre. It would provide a valuable resource for course ideas and would also encourage faculty members to become involved in continuing education activities. Moreover, we recommend an Annual President's Lecture Series to include special forums on current events with speakers representing the diversity and excellence of UBC. Topics could include Biogenetic engineering and its implications, the Greenhouse Effect, Multiculturalism and our immigration policies, etc.

(vi) One area which has great potential for the future is the expanded development of residential programs: one or two week programs in specific areas, aimed either at the general public or specific interest groups. Participants would be resident at UBC for the period, and would avail themselves of all UBC had to offer. Such programs are very successful at pre-eminent universities in the United States.

(vii) Seniors Programs - A rapidly growing population of learners is the over 55 group who have increased time available and broad interests to pursue. UBC has a strong base in Seniors Programs through the Third Age Community and a wide variety of stimulating academic programs across all disciplines designed for those over 55 (retiring and retired). We should continue to support and extend these initiatives.

(viii) The new Faculty or Centre should work with other Faculties to explore opportunities of International stature and obtain government funding (such as CIDA) for large educational projects requiring cross-discipline perspectives blended with adult learners needs. Such programs could involve other Universities to share the development and teaching load.

(ix) It should set up special corporate programs such as the University of Kentucky's "EXCEL" Program. This lecture series is paid for by IBM as a "reward" to staff who have excelled. The program uses the contemporary issues and significant research occurring in the academic arena to stimulate participants to develop creativity, intellectual breadth, and leadership. Topics cover health, engineering breakthroughs, economics, humanities, art, history, music and so on, and have sparked the imagination of many corporate staff and management.

(x) We recommend clarification and coordination of the proliferation of Continuing Education activities which may spring up across the campus, to avoid a growing confusion in both our public and corporate clients. A positive example is the current project of the Development Office to jointly sponsor seminars for their corporate donors through the Centre for Continuing Education. Community Relations programs should also be well coordinated through our new central "access window".

With the new structuring arrangements, mechanisms and incentives must be developed to facilitate cooperative planning across departmental lines. This will help to avoid duplication of effort, confusion in the marketplace or failure to address important topics.

VI. Financial Aspects

We have found it impossible to get an accurate picture of the finances of Continuing Education at UBC. This is due to many factors:

1. The budgets of the current Continuing Education units (CCE, ESS, and DE) are difficult to interpret without putting each into its own context: the Centre for Continuing Education is an orphan unit whose balance sheet has changed drastically over the years, Extra Sessional Studies provides its financial summary in a partial vacuum, where its apparent expenses are artificially low because of hidden costs covered by other units, and Guided Independent Study is really a mechanism for delivery of a certain type of Continuing Education activity. Thus the apparent profit or loss of each of these units is not very meaningful. The latest figures are given in Appendix C.

2. The budgets for Continuing Education activities within the professional Faculties are reported very unevenly; many of the expenses including salaries related to these activities are buried in other line items, and indeed are inseparable from other activities.

3. The Financial Record System has only reported expenses for each unit directly related to non-credit activities. (See Appendix C). However, the distinction between credit and non-credit Continuing Education is becoming increasingly blurred, and no longer seems appropriate, particularly for adult part-time learners. Thus it is not clear to us what purpose there is in reporting "non-credit activity" out of context.

We recommend that a complete re-evaluation of financial reporting for Continuing Education be made, on a University-wide basis, so that costs and benefits can be more clearly identified.

We believe it appropriate to add here that the ability to pay is not the only criteria that should count when determining our program offerings. For example, there are Native Indian teachers, lawyers working with and for the poor, para-professional medical workers, etc. whose ability to pay may be less than the province's need for their goodwill and hard work. We should be able to work out a formula for cost-effectiveness of the whole which generates some measures of cross-subsidization of the "rich" for the benefit of the "needy," both within and across professions.

Many of us believe the reconstituted Faculty or Centre can operate on a fully cost-recovered basis, and should have this as a goal, to move towards over the next few years. The integration of the separate units into the Faculty or Centre should serve to better rationalize budgets, and it will be the responsibility of the Dean of Continuing Studies or Associate Vice President for Continuing Education to oversee and justify all expenditures related to Continuing Education.

Finally, there is the issue of other funding sources for Continuing Education. One possibility is a specific endowment fund for Continuing Education activities. Another is a tax on profits made by other Faculties in their

Continuing Education activities. Although such a tax could provide much-needed revenue for Continuing Education, it would reduce the incentive for entrepreneurship in the other Faculties. The Task Force was divided on this issue, and could not come to a consensus.

VII. Recommendations and Conclusions

We hope we have conveyed the message that Continuing Education is critically important and should continue to be an integral part of UBC's educational framework. In order to further advance the rubric of Continuing Education at UBC, we recommend that the University:

(i) reaffirm its commitment to Continuing Education

(ii) implement a new administrative structure for Continuing Education

(iii) set up mechanisms to encourage more faculty involvement in Continuing Education

(iv) acknowledge and promote existing and future Continuing Education activities to a far greater extent than is done at present

(v) review the financial reporting of Continuing Education activities

(vi) make our report publicly available

A strong majority (9 of 11) of the Task Force members support Model II as the new administrative structure, and recommend its rapid implementation. We stress the importance of the leadership role in providing vision, setting policy, and regenerating enthusiasm for Continuing Education activities.

VIII. Members and Terms of Reference

MEMBERS

Dr. James Varah, C.I.C.S.R., Chairman
 Dr. Alan CAIRNS, Political Science
 Dr. Jean ELDER, History
 Dr. Paul GILMORE, Computer Science
 Dr. Stanley HAMILTON, Commerce & B.A.
 Ms. Jane HUTTON, Centre for Continuing Education
 Dr. David LIRENMAN, Continuing Medical Education
 Dr. Kjell RUBENSON, Education
 Dr. Charles SLONECKER, Anatomy
 Dr. Patricia VERTINSKY, Education
 Dr. Marilyn WILLMAN, Nursing

TERMS OF REFERENCE

To review and make recommendations to the President of the University on:

(1) The institutional structures for the administration and delivery of Continuing Education courses, Extra-Sessional Courses and Distance Education;

(2) The objectives and goals for non-credit programmes and courses at the University.

(3) Given that it is University policy that non-credit continuing education on the campus be financially self-sustaining, the means by which non-credit continuing education may be financially self-sustaining in accordance with University policy within three years.

COMMENTS BY DR. STANLEY HAMILTON RE: REPORT OF THE TASK FORCE ON CONTINUING EDUCATION

INTRODUCTION

Dr. J. Varah, Chairman of the Task Force, has kindly given me an opportunity to express my reservations concerning the final Report of the Task Force. While I have concerns with a number of minor points, let me first address four major concerns.

It should be noted that I have not addressed my concerns with Model #1 since this has been rejected by all but one member of the Task Force.

MAJOR ISSUES

1. Treatment of Extra-Sessional Studies

I am concerned with the suggestion that Extra-Sessional Studies be incorporated into the proposed Centre for Extended Learning (CEL). There is no justification whatsoever for this combination. On page 31 (point 3) of the Report the point is made that "the distinction between credit and non-credit Continuing Education is becoming increasingly blurred...". I disagree with this observation and the implied conclusion that Extra-Sessional Studies should therefore be joined with continuing education. In fact, as I recall the main discussion in the committee meetings, the thrust was to have Extra-Sessional Studies turned over to the Registrar's Office, along with the operating budget, since it was felt that the Registrar's Office was best equipped to handle the planning, promotion and registration.

I would also note that the inclusion of "Distance Learning" was not discussed in great detail within the Task Force meetings and there is no reason, a priori, to include this with the proposed CEL.

2. Inconsistencies in the Report

I believe the final report has a number of logical inconsistencies which will make it very difficult to have the proposal effectively implemented.

On page 3 of the Report the point is made that we need "one person whose sole responsibility is continuing education for UBC - the programs, the liaison, and the finances". Yet later on page 15 the point is made that "professional continuing education should remain decentralized". Later on page 20 we see a plan "strongly rooted in the relevant Faculties for program and quality influence". However, on the same page we see that there is to be a "Policy Board for Extended Learning" whose role is to "oversee the programs, encourage faculty involvements, and help to bridge the disciplinary boundaries" (that are already being bridged!). On the very next page the Report states "This semi-centralized model preserves the autonomy of the programs in the professional Faculties...".

The inconsistencies continue. Six pages later we have a proposal that will "allow for liaison with the professional faculties to develop courses for the general public...". What was on page 15 of the Report to be "decentralized" is now subject to a centralized "Policy Board", subject to "liaison" with the CEL and, on page 32, subject to "the responsibility of the Dean of Continuing Studies or Associate Vice President for Continuing Education to oversee and justify all expenditures related to Continuing Education". In short, a centralized model under another name.

If the Faculties are to play a major role and funds are to be provided, at least for some startup period, for two senior administrators in the Faculties of Arts and Science, then what is the role of the CEL? The argument is made that the Faculties of Arts and Science may not offer as much continuing education as the "public wants" or as some academics feel is "appropriate for our role in society". However if the academic unit feels a low priority for continuing education is the best course of action, who then will assume responsibility to design course offerings, to plan and develop the materials, to deliver the programs and monitor the quality of any offerings? The proposed organization speaks of having a major role for the Faculties but also provides for a separate CEL to provide courses where a particular Faculty opts out: either the Faculties are the final decision makers, in which case the CEL is simply an

administrative unit, or the CEL is the final decision making body, yet without the academic expertise. The model recommended implies that either the CEL is the final decision making body or they are the supplier of residual offering when one of the academic units decides not to offer particular programs. This point is illustrated on page 21 where the Report talks about delivering courses in a time and manner "requested by its clients". In this context "its clients" refers to the CEL.

There is another concern with the inconsistencies in the Report. The point is made that UBC has a major thrust in Graduate Studies. Given a fixed operating budget any funds given to graduate studies implies less funds for other activities such as continuing education. One of the terms of reference for the Task Force was to find a means of self-sufficiency. In the process of their Report the Task Force has recommended the addition, not substitution, of a Vice-President and two senior administrators in the Faculties of Arts and Science as well as a senior person to run the CEL.

3. The Report Ignores Competition

The Report identifies a major responsibility for the university in terms of education. This responsibility extends beyond individual faculty members seeking opportunities to share their expertise with the public. However the Report fails to identify the specific responsibility for UBC as opposed to the role that can, and perhaps should, be filled by the other universities, the colleges, and private institutions. As a consequence the Report implies that UBC has a more significant role than is perhaps the case. The Report does not deal with the comparative advantages (and responsibilities) of UBC in terms of continuing education.

Another dimension of the competition is that UBC, either through a centralized CEL or through the individual Faculties, must be prepared to deliver a quality product at competitive prices. This not only includes the price to the consumers but also the payment to faculty members for extra services rendered. The notion (on page 31-32) that "some measure of cross-subsidization of the 'rich' for the benefit of the 'needy'", can be used ignores the threat of ever present competition. Moreover the statement alone suggests a superficial view of the facts: rather than talk about the 'rich' and the 'needy', better to talk about those Faculties which have made a long term commitment to continuing education and those Faculties which have not made such a commitment in the past.

4. Ignores History

The Report notes that "over the past 20 years however a gradual decentralization of the programs designed for the professions has occurred..." (page 6). In fact the process was not gradual: Senate made a major decision to allow such decentralization when it was apparent that the alternative was not working. It has been through this decentralization that the professional Faculties have created such effective programs, continuing education programs of sound academic quality that reflect well on the entire University. But the process was not gradual.

It should also be remembered that even the professional Faculties had some lean financial years when they first assumed major responsibility for continuing education in their disciplines. It has only been the result of major commitments, by both the Faculties and the individual faculty members, that some degree of financial success has followed.

SPECIFIC POINTS

I have a number of specific issues where I differ from the majority Report.

1. On page 13 reference is made to "consulting faculty..." and the Report fails to explicitly address the critical issue which is "who

will make the final decision as to course offerings?" It is the academic reputation of the University that is at risk and I feel rather strongly that it is the academics that must make these decisions.

2. On page 13, and elsewhere throughout the Report, there is an underlying assumption that centralization implies efficiency in administration and effectiveness in gaining entry to the markets. As to the efficiency issue one only has to read the papers to see what centralization has produced in terms of efficiency. As to the effective ways of reaching the "markets" one only needs to note that the problem of marketing is identifying the market, not undertaking mass mail outs. The one critical asset owned by any successful continuing education operation is their selective mailing lists designed to reach target audiences in an efficient manner. We seek out the market: the market does not seek us out.

3. The Report assumes that interdisciplinary program course offerings are only possible, or at least more likely, under some form of centralized system. The evidence indicates we are presently delivering many interdisciplinary courses, not only in continuing education but also in degree programs. Where it is important to the academic units they have developed interdisciplinary courses and programs. The fact that we can identify some interdisciplinary area where there is a demand for a new course does not, in and of itself, indicate that the present system hinders interdisciplinary activities. It may well indicate no academic unity feels that activity is worthwhile.

4. On page 21 reference is made to a "public outcry" if the Centre for Continuing Education were to be closed down. But the Task Force has no evidence to support such a statement. In fact if we could improve the delivery of education by closing it down one expects the public would applaud.

5. On page 23 and pages 27-28 reference is made to the functions that might become part of the Model #2 CEL. Aside from the need to justify a duplication of functions with the proposed senior members in

the Faculties, one can see little justification for blending the various functions with continuing education. The effort seems to mix the role of continuing education with that of promotion of the university. These are complementary but separate activities.

6. Reference is made on page 29 to "residential programs" as if this were a new idea, but these are already being offered at UBC and have been for a number of years.

7. On page 30 reference is made to the "proliferation of Continuing Education activities...to avoid a growing confusion in both our public and corporate clients". But the Task Force has cited no evidence to suggest our public is confused nor have they produced any serious specific examples where the proliferation has caused a problem.

8. Reference is made on page 17 to a "recent survey of colleagues at eight major universities..." which showed that "while the theory of decentralization of Extra-Sessional Studies may seem appealing, the reality is that doing so can result in a loss of program offerings". First the Task Force was not provided with the details of this survey, but of greater importance is the implication drawn by the Task Force. The Report continues to conclude that "Central coordination, on the other hand, can keep it active and broadly based". This conclusion is false in that it presupposes that Extra-Sessional Studies is presently "broadly based" (which it is not) but it also assumes that having a decentralized model result in fewer extra-sessional course offerings is somehow bad. Trade-offs must be made and, once again, it is the academic units which should bear this responsibility.

It is obvious that I have taken a minority position and favoured Model #3, the decentralized model. The Task Force agreed that the professions were doing an excellent job and, at least in some parts of the Report recommended they be allowed to continue. I believe their success suggests that an even greater degree of decentralization should be encouraged even if it requires some "seed money" to get them started.

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