

UBC REPORTS

Volume 40, Number 12

July 14, 1994



Stephen Forgacs photo

Teaching Excellence

Assoc. Law Prof. Barry Slutsky, right, recently received a \$10,000 national award for teaching excellence from the Weir Foundation of Queenston, Ont. Justice Richard Lovekin of the Ontario High Court, left, presented Slutsky with the William Paul McClure Kennedy Memorial Award. The award, named for the former University of Toronto law dean, is open to anyone who has taught full-time at a Canadian law school for at least 10 years. Slutsky teaches corporate law and is the director of the Legal Research and Writing program and co-ordinator of the competitive moot program.

Faculty Association elects law professor as president

by Connie Filletti

Staff writer

Law Prof. Tony Sheppard has been elected president of UBC's Faculty Association for a one-year term.

A graduate of UBC's Faculty of Law, Sheppard obtained his LL.M. from the London School of Economics before returning to B.C. where he was called to the bar in 1969.

He joined the university the same year and is currently teaching tax, evidence, equitable remedies and creditors' remedies to second- and third-year students.

Sheppard was elected as a member-at-large to the executive committee of the Faculty Association in 1991 and served as vice-president of the association in 1992.

He has served as a member of the UBC Senate and received a Teaching Excellence Award in 1989.

Other members of the Faculty Association executive for 1994-95 are: Prof. Robert Blake, Zoology, vice-president; Prof. Joanne Emerman, Anatomy, treasurer; and Assoc. Prof. Billie Housego, Educational Psychology and Special Education, secretary.

Members-at-large are: Asst. Prof. Nancy Langton, Commerce and Business Administration; Assoc. Prof. David Mathers, Physiology; Asst. Law Librarian, Mary Mitchell; Asst. Prof. Tim Salcudean, Electrical Engineering; Lecturer Norma Wieland, Germanic Studies; and visiting Assoc. Prof. Claire Young, Law.

Serving as ex-officio members are: Assoc. Prof. Jim Gaskell, Math and Sci-



Tony Sheppard

ence Education, chair, committee on salaries and economic benefits; Prof. Richard Pincock, Chemistry, chair, personnel services committee; and Assoc. Prof. Kathryn McCannell, Social Work, chair, status of women committee.

Planning Report

The executive summary of the report on Principles and Process, Planning for the University of British Columbia, is reprinted on pages seven and eight.

Chair appointments announced

Two professors first recipients of Wall Endowment

by Gavin Wilson

Staff writer

Nobel Prize winner Michael Smith and Commerce Prof. Raphael Amit have been named to two new chairs funded by the Peter Wall Endowment at UBC.

Smith and Amit have been designated as Peter Wall Distinguished Professors. Each of the chairs is funded by an endowment of \$3 million.

Announcement of the new chairs was made jointly by the Peter Wall Endowment and UBC.

"We are all very proud of the world-class calibre of the UBC faculty and we are honoured to recognize two of its members today," said Peter Wall. "Awarding of the distinguished professorships is consistent with the endowment's original intent — to materially support the university in its pursuit of academic excellence."

Wall is chair of Wall Financial Corporation, one of the largest and most successful public real estate companies in the province.

In 1991, he gave UBC \$15 million, believed to be the largest lump-sum gift

to a university by an individual in Canadian history, establishing the Peter Wall Endowment.

"Peter Wall is a man of great personal vision," said UBC President David Strangway. "We are extremely pleased that he shares our belief that academic work at UBC is among the first rank internationally and that he is willing to support it so generously."

Smith, director of UBC's Biotechnology Laboratory, won the 1993 Nobel Prize for Chemistry.

Amit is director of UBC's Centre for Entrepreneurship and Venture Capital in the Faculty of Commerce and Business Administration.

Serving as trustees of the Peter Wall Endowment are Strangway, former UBC Chancellor Leslie Peterson and noted Vancouver cardiologist Dr. Akbar Lalani.

The trustees anticipate that further appointments will be made during the next several years. They will be distributed across fields of study and will be used to encourage interdisciplinary scholarship and education.

Canada's top athletes gather on UBC campus

by Abe Heffer

Staff writer

More than 300 members of the Canadian team will converge on UBC prior to departing for Victoria and the Commonwealth Games, Aug. 18-28.

While at UBC, Canadian athletes and officials will be outfitted from head to toe with everything from toiletries to track suits during three days of staging, Aug. 9-12.

"Staging for the 1990 Commonwealth Games in Auckland was also held in Vancouver and proved very successful," said Canadian team staging chair Keith McBain.

"We hope to capture some of that team

spirit again this year. UBC is the ideal location for us in terms of housing and training facilities."

The athletes will stay at Gage Towers and will use many of the athletic facilities on campus before they depart for Victoria the morning of Aug. 12.

The social highlight of their stay will come Aug. 10, when Canadian team members will join invited guests and dignitaries for an evening barbecue at MacInnes Field.

The Canadian team at the Commonwealth Games will be 400 strong. One hundred athletes and officials will bypass staging at UBC because of training commitments and will be outfitted when they arrive in Victoria.

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Letters

UBC president responds to Hampton Place questions

Editor:

I read with great interest the letter to the editor in the June 16 issue of *UBC Reports* regarding Hampton Place (Hampton Place questions need answers) and feel that I must respond. The letter poses several interesting questions about the development of Hampton Place and the future benefits that the project will provide for UBC.

1. The total projected profit from Hampton Place sales will be in the \$50- to \$70-million range when the development is complete — not \$35 million as quoted in the letter to the editor. Initially, the plan was to build rental units and use the rental income as a form of "endowment" income, but a decision was made recently not to have university-owned rental buildings at Hampton Place. Profits generated from Hampton Place sales will be

invested in portfolios that will ensure a steady stream of endowment income for UBC.

2. The first \$5 million in profits from Hampton Place sales has already generated an endowment of about \$300,000 for research in the humanities and social sciences. The income from \$15 million will be available by 1996-97 and will generate a recurring endowment of \$900,000. This is not one-time funding as suggested in the letter (even if it had been invested in apartments, the rental income would have served the same purpose).

3. The original plans for the profits from Hampton Place, as approved by the UBC Board of Governors, were to provide a source of funding for academic endowments and capital purposes only. The university's current intention is to use the income for endowment purposes only.

4. All subdivision plans and development permits are available for viewing at the offices of the UBC Real Estate Corp. The public has been informed about developments at Hampton Place through public meetings,

UBC Reports and other newspaper articles, on-site signage and direct contact with the UBC Real Estate Corp.

5. Hampton Place contains 28 acres of land and is limited to that. The perimeter of this development will not expand. The land south of 16th Ave. is under long-term lease to Discovery Parks Inc. Any future proposals for development of the south campus, whether for market housing, a research park or any other activity, will be subject to full review under the public consultation process currently being developed by the university with the assistance of planning consultant Ray Spaxman.

6. The mission statement, philosophy and goals of the UBC Real Estate Corp., which were developed in 1989, are available for viewing at the corporation's offices.

I hope this answers the questions raised in the letter to the editor and clears up any confusion around the Hampton Place development.

David W. Strangway
President, UBC

Crane Library

On-line catalogue eases access to special format publications

by **Abe Heffer**

Staff writer

The Crane Library and Resource Centre catalogue is now part of the UBC Library's on-line public catalogue.

More than 45,000 books in recorded, braille, large type, computer disk and regular print formats are available at the touch of a computer keyboard.

Blind and vision-impaired people increasingly have access to personal computers that use voice synthesis or magnify screen information for users with minimal sight. Many already search remote databases and bulletin

boards from home or work via modems.

Now, with a few simple commands, the visually impaired can get access to the UBC Library on-line catalogue. With a few more key strokes, they can reach Crane OPAC, a free on-line catalogue which lists all the titles available through the Crane Library and Resource Centre.

"We are the first special materials library and student support service to offer on-line access in Canada, and only the second in North America," said Paul Thiele, head of the Crane Library and Resource Centre.

"Previously people needing

special format books had to be at UBC, or rely on staff at public library outreach services to find out what's at Crane.

"This new on-line service empowers clients to search and choose their own materials and do it from a location that is convenient to them, which is important when your mobility is limited by a lack of vision."

In addition, a catalogue of braille books available in the Crane collection has been published. The 3,000-entry catalogue may be borrowed by individuals for short periods and is available for purchase in braille or computer disk.

Department's new name reflects broad range of responsibilities

by **Connie Filletti**

Staff writer

UBC's Dept. of Occupational Health and Safety has been restructured and renamed the Dept. of Health, Safety and Environment to reflect its expanded role on campus.

The department will continue to address health and safety issues, and is also developing a comprehensive environmental strategy for UBC with the help of a newly created environmental programs committee, said de-

partment Director Wayne Greene. The committee's draft terms of reference are still under consideration:

- to develop and recommend policies and guidelines for environmental protection by all faculty, staff and students and activities of the university
- to advise on current and future needs for the safe and proper use of materials
- to advise on training needs and programs for the campus community

- to review the environmental impact of UBC projects
- to review new and current legislation on environmental programs and assess the impact on UBC

Additional responsibilities recently undertaken by the department include reviewing waste management and recycling activities carried out by other departments on campus and reporting on these operations to the Board of Governors' standing committee on occupational health, safety and environment.



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Monday the 25th Robert Banks
"The Quest for Community Today
and its Radical Implications for
the Church"

Wednesday the 27th Celeste Schroeder
"The Physicality of Spirituality:
Uniting Body and Soul in the
Christian Life"

- All lectures are free and are held from 8:00 - 9:30 pm.
- An offering for *Student Scholarships* will be received at most of the lectures.
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SPECIAL EVENTS

ZWICKAU TEACHERS COLLEGE
CHOIR FROM ZWICKAU, GERMANY
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class folk singer. Friday, July 22, 8:00 p.m.
in the Regent College atrium. Admission
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This summer there will be exhibitions
during Summer School. Phone for details
about opening hours, receptions, etc.

Regent College

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UBC REPORTS

UBC Reports is published twice monthly (monthly in December, June, July and August) for the entire university community by the UBC Community Relations Office, 207-6328 Memorial Rd., Vancouver B.C., V6T 1Z2.

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Audiology and Speech Sciences celebrates 25th anniversary

School strives to meet needs of B.C.

by **Connie Filletti**

Staff writer

Even a severe shortage of audiology and speech-language pathology services in B.C. can't tarnish the glow of the School of Audiology and Speech Sciences' silver anniversary.

For 25 years the school has served as and continues to be B.C.'s only professional education program for audiologists and speech-language pathologists, preparing them for professional practice and leadership roles in health care and education reform.

As the school looks ahead to the next century, educating audiologists and speech-language pathologists remains the school's primary mission.

It's a daunting task given that B.C. Ministry of Health surveys show that the province has only half the number of audiologists and speech-language pathologists it needs to provide the full range of care for communication disorders the population warrants.

"Government data indicate that the current personnel shortfall is primarily due to lack of funded positions, rather than any need for a larger training pro-

gram," said Judith Johnston, the school's director since 1989.

Established in 1969 as a division of the Dept. of Pediatrics in the Faculty of Medicine, and funded by donations from private foundations and research grants, the program achieved independent status as a school within the faculty in 1981.

The size of the school remained constant for its first 20 years, with six full-time faculty members and an average class enrolment of 12 students.

In 1987, enrolment figures doubled and three full-time faculty positions were added after the school received money from the province's Fund for Excellence program. The school now enrolls 25 new students each fall.

"Doubling the school's size had a wider impact in that much of the character of the school and its programs evolved rapidly with that increase," Johnston said. "It reached a new kind of critical mass that made it possible to do things that hadn't been possible before."

The most notable changes are an increase in the school's clinically oriented research endeavours, new partnerships formed with community clinicians to work on treatment programs, and a complete

revision of the school's curriculum, Johnston said.

The school is still challenged by the need to find new sources of support for students and clinical faculty members.

Every student receives a five-month, full-time internship in community clinics under the supervision of clinical faculty who work without pay, she explained.

"Graduate student funding has dramatically decreased and clinical faculty members face increased service pressures that make it difficult for them to fulfil their commitments to clinical education," Johnston said.

Johnston sees public education as a vital tool in gaining support for students and clinical faculty.

"B.C. residents may not be aware of the kinds of services audiologists and speech-language pathologists can provide, or that effective treatments exist for a variety of communication problems," she said.

"Those same residents will comprise the regional and local health and school boards and will be setting budget priorities, so we have to meet the challenge of raising public awareness," Johnston said.

Offbeat

by staff writers

Most of us are familiar with that sickening, panicky feeling that hits when you lose your wallet.

If that happens to you on campus, the first thing you should do is go to the Lost and Found — if you can find it.

After being in Brock Hall since sunbathers wore bloomers on Wreck Beach, it moved last summer to a new home in War Memorial Gym's equipment dispensary, across from room 100 on the lower level.

Kim McElroy, assistant manager with Athletic and Sports Facilities, is now in charge of the Lost and Found and says the new location makes it more accessible.

"We get one of everything that could possibly be lost — one shoe, one sock, one glove — although I don't know how anyone could lose one shoe," McElroy said.

Then again, how could someone lose their dental plates? But it happened. More commonly, though, lost items are umbrellas, scarves, white t-shirts and keys.

"Working here has made me paranoid," admits Tony Ivancic, the facility co-ordinator who ran the Lost and Found this past year. "I'm always checking to see that I still have my keys and wallet."

If Ivancic did lose his keys, there is a good chance they would be returned.

"Some people are very honest — we get wallets turned in all the time," McElroy said.

But then there are the items that don't get turned in. People come looking for lost rollerblades, cell phones, pagers, slide projectors and mountain bikes, but leave empty-handed.

Some people just can't seem to get enough. One fellow came in to reclaim his lost wallet. A week later, he was back, he'd lost his wallet again.

Others seem nonchalant about their missing property. One guy came in looking for his lost binder. He'd lost it exactly one year earlier and this was his first inquiry about it.

But Lost and Found doesn't keep items that long. At the end of September they hold a sale. Items that don't get sold are donated to charity.

"People should be happy to know that if they don't reclaim a lost item, someone who needs it will get it," McElroy said.

One of the most common items lost are keys, but they are among the hardest things to identify, Ivancic said.

He strongly advises people to get a keychain that will set theirs apart from the mountain of keys on silver rings that fill his office.

Then there was the guy who lost someone else's property.

"We had a gentleman come in and sheepishly admit that the keys he'd lost weren't his — they were his daughter's," McElroy said.

"He was looking after her place while she was out of town and hoped to find them before she came home."

He did, and his daughter never knew the difference.

Ivancic said it's unbelievable how many lost wallets don't have a current address or phone number in them. He tries to locate the owner, but students move a lot and often aren't listed in the phone book.

Students should be sure to write their names in expensive textbooks, too, he said.

Sometimes, though, getting your lost item returned is a mixed blessing.

An expensive leather jacket was turned in. Ivancic checked the pockets and found three speeding tickets, issued within four days of one another, and used them to track down the owner.

"He was glad to get his jacket back, but I'm not sure he was so happy about those tickets," he said.

In this case, it was finders weepers.



Researcher Colin Elmes keeps a close eye on the ball while entering data into a computer during a World Cup soccer game.

UBC team helps TSN make sense of World Cup soccer games

by **Abe Heffer**

Staff writer

Prof. Ian Franks has coached a lot of soccer teams in his time through his involvement with the Canadian Olympic team and the Canadian Soccer Association. On July 17, he will lead a different sort of team into action during the championship game of the 1994 World Cup of soccer.

Franks, who teaches in the School of Human Kinetics, and a team of UBC researchers will meet in an office at War Memorial Gym where, since the World Cup started in mid-June, they have been collecting data during each game and transmitting the information to The Sports Network (TSN) in Toronto for on-air use by soccer analyst Dick Howard during World Cup telecasts.

Franks' teammates are associate Dave Partridge, who coached the UBC soccer team to a national title in 1993, assistants Colin Elmes and Eddy Cannon, both four-year veterans of the UBC soccer team, and programmer Paul Nagelkerke.

"We analyse every possible event around the ball, such as each and every pass that is made and its location on the field, in addition to the number of shots taken, where they're taken from, and where they end up, and input that information into our computer database," explained Franks, who has been collecting similar World Cup data since 1982.

Howard receives a complete statistical breakdown for his use during half time and another at the conclusion of the

game. In addition, he is made aware of any significant trends that may be developing during the course of the game.

For example, in the first half of a June 23 first-round match between Norway and Italy, Howard received this message from UBC:

"Italians playing multiple penetrating passes behind Norway defence. This is what Colombia failed to do against U.S.A."

Howard is thrilled with the results.

"What Ian and his group provide is a very objective look at a sport which is often viewed quite subjectively. It's fascinating stuff and provides our viewers with another dimension of game coverage."

Howard, a former Canadian National team member who is currently the goalkeeper coach with the Canadian Soccer Association, has presented the data during coaching seminars he's conducted around the world.

"The information has proven invaluable to those involved in soccer at all coaching levels," said Franks, a former member of the Canadian Olympic team coaching staff who has been involved with the Canadian Soccer Association's coaching education program for nearly 20 years.

"We have a huge statistical database from which to draw. In the future, it may be possible to apply this data to a mathematical model in an effort to help coaches develop optimal strategies for specific competitions. We are at present developing such a model with the help of a university grant from the humanities and social sciences."

Damage estimate grows to nearly \$100,000 after rainstorm soaks campus

by **Connie Filletti**

Staff writer

Estimates of damage to UBC buildings and grounds caused by heavy rains in Vancouver on June 18 are still coming in, but early tallies from the UBC Bookstore and Plant Operations alone total nearly \$100,000.

Among the hardest hit areas of campus were the Bookstore, Crane Library, the School of Human Kinetics, Cecil Green Park and Green College.

Environment Canada rain gauges located at the Vancouver Airport measured 25.4 millimetres of rain on June 18.

"It was not a significant rainfall in itself, but the fact that better than 80 per cent of it came down in six hours is," said Earl Coatta, head of environmental data processing services at Environment Canada.

"A great amount of rainfall in a short time period can cause more damage. We don't have gauges at UBC, so the intensity in this area could have been twice as bad."

Coatta said that 21.8 millimetres of rain fell between 5:00 am and 11:00 am on the day of the storm.

Sharon Walker, the Bookstore's warehouse manager, said that approximately \$30,000 worth of merchandise and books was lost. The estimate does not include lost sales due to the Bookstore's closure on June 18, staff overtime wages and clean-up costs, she added.

At Cecil Green Park, both the house

and the grounds sustained damage, including the loss of a leaded glass window in the basement, blown out by the intensity of the water pressure.

Cliffs in the vicinity of the Coach House were eroded and bedding sand from a paving stone driveway washed out at neighbouring Green College was strewn around the gardener's shed.

"It looked like an earthquake," said Nancy Garrard, proctor of Cecil Green Park.

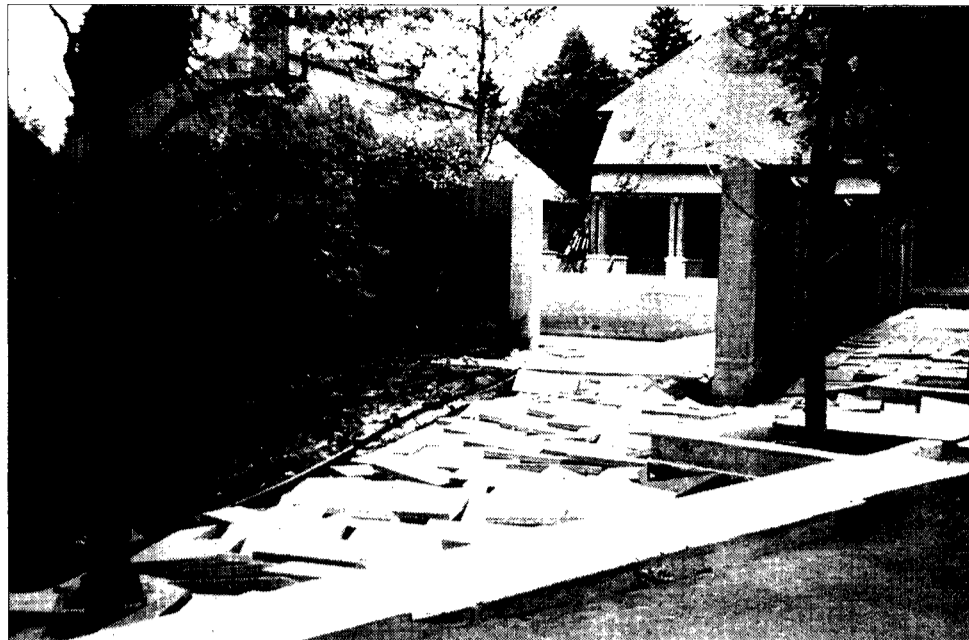
Social functions scheduled that weekend at the house, a favourite venue for wedding receptions, were not affected by the damage.

Flooding in the Crane Library's recording studio, located in the basement of Brock Hall, forced the studio to close for a day and a half. Twelve master reels with books recorded on them for use by the visually impaired were destroyed. However, studio equipment was not damaged.

Other effects of the storm included flooding in about 25 buildings on campus. Some needed up to 30 centimetres of water extracted from them, said Peter Nault, associate director of Plant Operations.

Several buildings were without electrical power, including the First Nations House of Learning which lost power for two days, he added.

Nault said that the bills received to date for materials and contractors used by Plant Operations to deal with the storm damage total just under \$60,000.



Brian Smallridge photo

Paving stones near Green College lie in disarray after the soil beneath them was washed away during a heavy rainstorm June 18.

Ozone filter system installed in Aquatic Centre whirlpool

by **Abe Heffer**

Staff writer

The whirlpool at the UBC Aquatic Centre will be equipped with an innovative ozone disinfection system that will leave the water crystal clear and almost totally free of chlorine.

"The current whirlpool filter system is difficult to maintain because of high organic levels and high concentrations of total dissolved solids," said Chris Neale, manager of the UBC Aquatic Centre.

"Ozonization will eliminate scum rings and body oils while destroying bacteria

and viruses in an environmentally safe fashion. It's a different class of disinfection altogether, one that will compliment the existing traditional chlorination system."

Ozone is generated naturally by sunlight acting on oxygen in the atmosphere. It is widely used in the removal of bacteria and viruses in drinking water, food preservation, in the beverage industry and in the medical health profession.

The ozone whirlpool system will be installed in September, without disruption for the estimated 1,000 people who use the whirlpool facilities every week.

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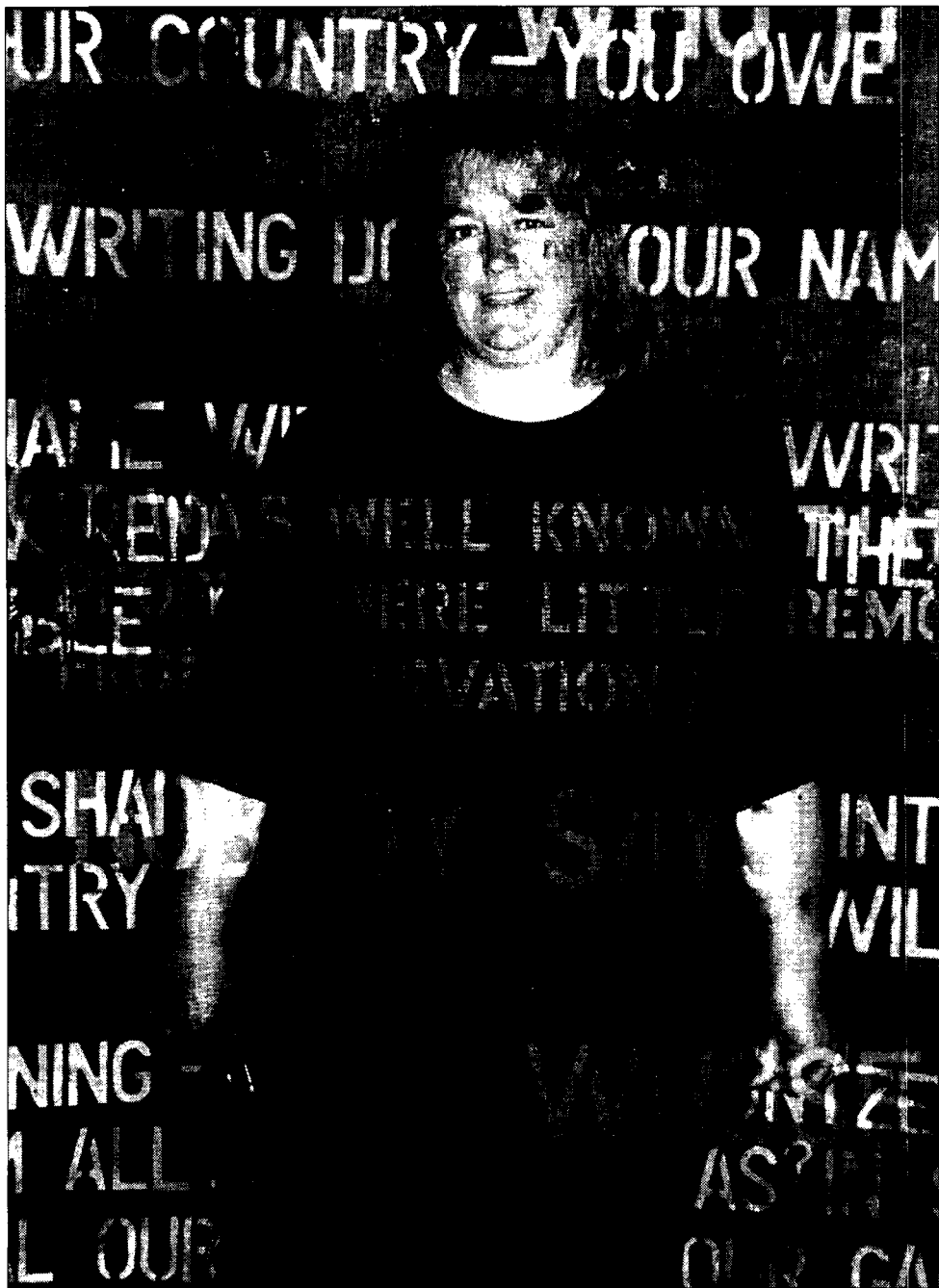
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High Slack

Abe Heffer photo

UBC Fine Arts Prof. Judith Williams presents High Slack, an installation of paintings, sculptures, photographs and books, that will be on display at the Museum of Anthropology from June 21 through December. High slack is the moment when the tide has risen to its highest point before ebb. The artist sees this pause in the tides as a metaphor for a moment of calm in the social current.

Treat research forests with respect and care, UBC silviculturist urges

by Abe Heffer

Staff writer

With more than 30 kilometres of trails at your feet, the Malcolm Knapp Research Forest offers a variety of hiking adventures during the summer months.

However, as you make your way through the ferns, stopping perhaps to sample the fruit of a huckleberry plant, the forest's resident silviculturist asks that you keep one thing in mind: forests can wear out, and people can wear them out.

"The Malcolm Knapp Research Forest is not a park. It is an active research facility in which recreation is permitted," said Peter Sanders, director of off-campus programs for the forest.

"Care must be taken when using the forest for recreational purposes, like hiking."

Because of the number of trails and the size of the forest, there are times when you can feel like the only person in the forest. The reality is, thousands of people will hike their way through the forest this summer, and any damage done is magnified thousands of times.

"Humans are part of forest ecology and the forest can absorb a tremendous amount of people," said Sanders. "What we're asking people to do is make passive use of the forest. Stay on the trails and

avoid taking shortcuts. You could end up trampling a huckleberry plant that is 80 years old."

As a university laboratory, the forest is used by researchers, educators and students and care must be taken to respect research areas which feature forest management activities on an ongoing basis, Sanders said. These are clearly marked and are off limits to hikers, as are certain other areas of the forest which are closed to the public.

Because all lakes in the forest are subject to research work, fishing is prohibited. Care must also be taken to avoid disturbing the wildlife.

Although there are no cafeteria facilities in the forest, there's no reason why you can't enjoy a picnic lunch. Remember to clean up after you're done.

If you're thinking of packing a barbecue, forget it. There are no campfires permitted and there's no smoking. The risk of forest fire can be great during the summer months and when the risk is too great, the forest may be closed.

The Malcolm Knapp Research Forest is open to hikers (no pets or bicycles) from 7 a.m. until dusk and forestry students are posted at the main gates on the weekends to answer your questions. For more information, call the Malcolm Knapp Research Forest at 463-8148 weekdays between 8 a.m. and 4 p.m.

News Digest

Pavel Bure wasn't the only star of the recent Stanley Cup playoffs. UBC employees Lori Thomas and Sandy Tanaka scored pretty big, too. The two Canucks fans raised \$9,365.55 during post-season play for Canuck Place, a hospice for terminally ill children.

Thomas got the idea to challenge Canucks fans to donate to the hospice while watching the games at Courtnell's Double Overtime Sports Grill on Robson Street and, with Tanaka's help, persuaded management at the grill to put out a jar for donations.

More money was raised at other locations including over \$1,000 at the Baker Street Sports and Games Pub in the Richmond Inn and \$270 from the Faculty of Commerce and Business Administration where Thomas and Tanaka work.

Canuck Place, which is scheduled to open in January 1995, is the official charity of the Vancouver Canucks. To make a donation, write to the Canuck Foundation, 3rd floor, 780 Beatty Street, Vancouver, B.C. V6B 2M1.

••••

Two groups of 30 and 40 preschool teachers from Japan will take a day to tour UBC's child-care centres next month to learn how the university runs the largest campus child-care facility in Canada.

The tour will be conducted by Prof. Emerita Hannah Polowy on Aug. 29.

This is a unique opportunity for these Japanese preschool teachers to learn more about infant, toddler and preschool care under one roof, said Deborah Warren, assistant administrator, UBC Child Care Services.

"They are very eager to bring this kind of knowledge back with them to Japan," she added.

The Japanese educators will spend a half day at the Child Care Centre and the rest of the day at the Child Study Centre, where they will take in lectures on the university's Early Childhood Education curriculum.

••••

The application deadline for \$48 million in funding for a new Networks of Centres of Excellence competition is drawing close.

Applications are being invited for new networks in five target areas: advanced technologies (materials, software engineering); environment; health research; technology-based learning; and trade, competitiveness and sustainability. The deadline for submission of a letter of intent is Sept. 1.

For more information, contact the Natural Sciences and Engineering Research Council of Canada in Ottawa at (613) 995-6295.

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Application forms for 1995 Rhodes Scholarships are now available in the UBC Awards and Financial Aid Office.

The scholarships, normally granted for two years, are valued at approximately £12,000 per year.

A letter from the president of UBC must accompany all applications. For more information on how to fulfil this requirement, call Byron Hender in the office of the vice-president, Student and Academic Services at 822-6799 before Sept. 30.

For more information about the Rhodes Scholarships, call the Awards and Financial Aid Office at 822-5111 or fax 822-6929. The deadline for completed applications is October 18, 1994.

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The UBC Library has been selected as the National Archives of Canada (NAC) distance access site for British Columbia.

The distance access program was developed by the NAC to provide enhanced access to its holdings by entering into partnerships with institutions across the country. UBC will be the third Canadian site.

The distance access site is a module of computer equipment which allows researchers to consult National Archives reference aids captured on CD-ROM and audio-visual educational and promotional material.

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Five students in the School of Architecture have been honoured with first, second and third prizes as well as two honourable mentions in a competition to design a bus stop prototype for the city of Surrey.

The UBC students participated in the competition as part of a tutorial led by John Gaitanakis, an assistant professor at the school, and sessional lecturer Brenda Clark.

First prize went to William Uhrich, second prize to Christine Lintott, and third to Anthony Small. Honourable mentions went to Sharon Lui and Paul Thorkelsson.

Emily Carr College of Art and Design and Kwantlen College also participated in the competition, which was co-sponsored by the city and B.C. Transit.

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The provincial government has given UBC the go-ahead to call for tenders and award contracts for construction of the new Walter C. Koerner Library.

The 17,000-square-metre project is the first phase of UBC's multi-phase Central Library, which will ultimately replace the old Main Library.

Total cost of the first phase of the project is an estimated \$24 million. Construction at the Main Mall site, adjacent to Sedgewick Library, is expected to begin this fall.

"The Central Library Plan will help UBC maintain its position as a world-class teaching and research institution," said UBC President David Strangway.

"The library has always been the heart of UBC, both intellectually and physically. It has served as a valuable community resource not just for our students, but for other universities, colleges, schools and teaching hospitals throughout the province," he said.

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UBC figured prominently in the 29th Annual Conference of the Canadian Transportation Research Forum, held May 15-18 in Victoria.

Members of the Transportation and Logistics Division in the Faculty of Commerce and Business Administration moderated two sessions and presented seven papers.

Assoc. Prof. Garland Chow won the outstanding paper award for Financial Performance of Canadian and U.S. Motor Carriers, with R. Gritta and T. Shank of the University of Portland.

Chow, Prof. Trevor Heaver and research associate Len Henriksson won the best logistics paper award for Trends in Logistics: Implications for Carriers, Researchers and Policy-makers. Nashir Hirjee won the undergraduate student paper contest with his paper concerning the Canada-Singapore Air Bilateral Agreement.

Calendar

July 17 through August 13

Monday, July 18

German Choral Group
The Saxony Singers From Zwickau, Germany. A 47-voice, award-winning choir founded in 1975, under the direction of Ralf Eisenbeiss. Regent College, 5800 University Blvd. at 12:30pm. Performing also Tuesday, July 19. Call 822-6403.

Tuesday, July 19

VST Summer Public Lecture Series
Central America And New World Order. Dr. Ross Kinsler, Biblical Seminary of Latin America. Chapel of the Epiphany at 7:30pm. Call 228-9031.

Short Course

Guidelines And Procedures For Investigating Disease Clusters. Speakers: Roger Grimson, SUNY Stony Brook; Geoff Jacquez, Bio-Medware. Fee \$350 US incl. software, course materials. Angus Bldg, July 19-20, 9am-5pm. Call 224-4705.

Thursday, July 21

VST Summer Public Lecture Series
The Soul Of Politics: A Vision For Social And Spiritual Transformation. Mr. Jim Wallis, editor,

Sojourners. Chapel of the Epiphany at 7:30pm. Call 228-9031.

International Conference
Statistics And Computing In Disease Clustering. 30 oral presentations and 12 poster presentations. Fee \$75 US. Angus Bldg, July 21-22, 9am-5 pm. Call 224-4705.

UBC Board of Governors Meeting

Held in the Board and Senate room, second floor of the Old Administration Building, 6328 Memorial Rd. The open session begins at 9am.

Tuesday, July 26

VST Summer Public Lecture Series
Susanne De Dietrich (1891-1981): A Creative Lay Theologia. Dr. Hans-Ruedi Weber, former Dir. of the Department on Laity, World Council of Churches. Chapel of the Epiphany at 7:30pm. Call 228-9031.

Thursday, July 28

VST Summer Public Lecture Series
The Peculiarity Of Being Christian. Dr. William H. Willimon, Duke U. Chapel of the Epiphany at 7:30pm. Call 228-9031.

Notices

Student Housing
A new service offered by the AMS has been established to provide a housing listing service for both students and landlords. This new service utilizes a computer voice messaging system. Students call 822-9844, landlords call 822-8725.

Campus Tours
School and College Liaison tours provide prospective UBC students with an overview of campus activities/faculties/services. Fridays at 9:30am. Reservations required one week in advance. Call 822-4319.

Disability Resource Centre
The centre provides consultation and information for faculty members with students with disabilities. Guidebooks/services for students and faculty available. Call 822-5844.

Women Students' Office
Advocacy/personal counselling services available. Call 822-2415.

Sexual Harassment Office
Advisors are available to discuss questions or concerns and are prepared to help any member of the UBC community who is being sexually harassed find a satisfactory resolution. Call 822-6353.

Basal Cell Carcinoma Study
Superficial Tumours. 18 yrs./older. 6 visits over 16 weeks. Honorarium upon completion. Call 875-5296.

Clinical Trial Dermatology
Actinic Keratoses Study. Raised Lesions with a flaky appearance caused by sun damage. Must be 18 yrs./older. Possibility of 6 visits over 8-month period. Call 875-5296.

Psychology Study
Music/Mood Study. Comprises 2 one-hour sessions, booked 2 days apart. Participants will be paid \$20 upon completion of both sessions. Kenny Bldg. Rm. 1708. Call 822-2022.

Audiology/Speech Sciences Study
Volunteers needed with normal hearing, who are native-English speakers; 18-35 years old, with no previous instruction in linguistics to participate in a study of speech perception in noise. Honorarium paid. Call Anita at 822-5054.

Statistical Consulting/Research Laboratory
SCARL is operated by the Dept. of

Statistics to provide statistical advice to faculty/graduate students working on research problems. Call 822-4037.

Surplus Equipment Recycling Facility (SERF)
Disposal of all surplus items. Every Wednesday, 12-5pm. Task Force Bldg., 2352 Health Sciences Mall. Call Vince at 822-2582/Rich at 822-2813.

Nitobe Garden
Open daily from 10am-6pm. Call 822-6038.

Botanical Garden
Open daily from 10am-6pm. Shop In The Garden, call 822-4529; garden information, 822-9666.

UBC TRAINING/DEVELOPMENT

MOST (Managerial/Other Skills Training Program) is offering a series of courses to UBC employees in June/July.

For times, locations and fee information, call 822-9644.

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|------------|---|
| July 19 | Valuing And Welcoming Diversity |
| July 20 | Time Management |
| July 21/22 | Workshop Design |
| July 26 | Central Agencies II: Human Resources, Recruiting Staff At U.B.C. |
| July 28 | Supervisory Skills: The Basics |
| Aug. 09 | Eliminating Discrimination: Making A Difference |
| Aug. 10 | An Introduction To Health Safety And Environment Issues at U.B.C. |
| Aug. 11 | Employee Relations II |

UBC REPORTS

CALENDAR DEADLINES

Calendar items must be submitted on forms available from the UBC Community Relations Office, 207-6328 Memorial Road, Vancouver, B.C. V6T 1Z2. Phone: 822-3131. Fax: 822-2684. Please limit to 35 words. Submissions for the Calendar's Notices section may be limited due to space. Deadline for the August 11 issue of UBC Reports — which covers the period August 14 to September 10 — is noon, August 2.

AT YOUR SERVICE THIS SUMMER



SUB CAFETERIA

6168 STUDENT UNION MALL
822-3461

Open all summer
7 am to 7 pm
Seven days a week

Trekkers and the Express

2009 MAIN MALL
822-3256

Express open all summer
7:30 am to 3:30 pm
Monday to Friday
Trekkers open July 4 to Aug 12
10:30 am to 2:20 pm
Monday to Friday

Senate Briefs

Senate has approved a new PhD program in Counselling Psychology. Offered by the Faculty of Graduate Studies and the Dept. of Counselling Psychology, the program, which begins in September, aims to develop students who are scientists as well as practitioners.

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Senate approved a number of new courses, including: Engineering and Sustainable Development in the Dept. of Civil Engineering; Art, Education and Cultural Diversity, and Language, Education and Gender in the Faculty of Education; Feminism and Geography in the Faculty of Arts; and Co-operative Education Program: Biotechnology in Microbiology and Immunology, in the Faculty of Science.

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John Gilbert, chair of the Senate Library Committee, said the library's projected increase in costs in 1994/95 for serials will be 15 per cent higher than the base budget, which is now more than \$4.8 million. This will result in serial cancellations of approximately \$400,000, he said.

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New student awards approved by Senate included the Bob Hindmarch Award, honouring his service to UBC as director of Athletics and Sport Services and the Peter Jepson-Young Bursary, offered by the B.C. Medical Association in memory of his contribution to AIDS awareness.

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Other new awards included the Edward Bassett Memorial Scholarship in Reforestation, endowed in his memory for graduate research in the Faculty of Forestry, and the Albert Laithwaite Memorial Bursary, endowed in recognition of his 33-year tenure in the School of Physical Education and Recreation and as head coach of the Thunderbird rugby team.



THE UNIVERSITY OF BRITISH COLUMBIA

PRINCIPLES AND PROCESS - Executive Summary

Planning for the University of British Columbia

In December 1993, AWA/Spaxman Consulting Ltd. was asked by the Vice-President External Affairs of the University of British Columbia to advise on a new public planning process and a set of planning principles. New principles and a new process are needed to respond to growing concerns about ongoing campus planning and development. A target was set to report to the President in May 1994.

OUR OBJECTIVES

The objectives of the study were to recommend:

- 1) A planning process for the University that
 - is responsible to all its constituents,
 - recognizes the special nature and responsibilities of the University,
 - ensures planning and development occur in a responsible, timely and effective manner.
- 2) Principles to guide planning that
 - assist the University to achieve its mission,
 - achieve an efficient, effective, safe and sustainable campus,
 - ensure neighbourly relationships with adjoining communities,
 - integrate University planning with the urban systems of the Lower Mainland.

OUR METHOD

To understand how planning was done on-campus and who was affected, and to identify people's opinions about UBC and the way its planning processes, we reviewed relevant literature, interviewed over 60 stakeholders and key agencies, and attended various related public meetings.

WHAT WE FOUND OUT

- About Campus Planning

A number of campus plans have been developed since the first one in 1914.

The creation of the most recently approved plan, The Main Campus Plan, involved many on-campus stakeholders and was ratified in September 1992. Unfortunately, the first draft of the Greater Campus Plan, which appeared in Spring of 1993 was not developed with similar input from stakeholders. The process used by UBC to develop the Greater Campus Plan Discussion Paper had a number of shortcomings.

1. There was inadequate involvement of stakeholders. This applied to those people within the UBC Campus as well as those outside the Campus who are also affected by what UBC does.
2. There was a lack of readily accessible and understandable information and poor mechanisms for discussion and negotiation.
3. There was a lack of discussion about, or description of, the nature of the campus area and its relationship to adjoining communities; the issues that ongoing growth and change present; the principles which should guide planning, and alternative ways of handling the planning challenges.

This resulted in an inadequate appreciation of the problems to be tackled, a limited set of proposals, and annoyed stakeholders who do not see their needs being addressed.

WHAT WE FOUND OUT

- About Jurisdictional Issues

UBC is a part of Electoral Area "A" of the GVRD, yet outside of any local municipality, and is situated in an unusual and complex jurisdictional circumstance.

Changes to the legal jurisdictions within Electoral Area "A" could result in an ambiguous position for UBC regarding responsibility for planning and land use controls. UBC will want to ensure that it can continue to meet its mandate under the University Act, no matter what sort of jurisdiction it finds itself within.

The Minister of Municipal Affairs has made it clear that she wants to see an OCP put in place for UBC, and has asked the GVRD to initiate a cooperative process to achieve that.

While the resolution of jurisdictional issues involving UBC will take much more study and discussion, planning and process issues concerning UBC can be alleviated by decisions which can be taken now, before broader solutions come into effect.

Four questions need to be addressed:

- Can UBC adopt planning processes which are equivalent to common BC municipal processes?
- Can UBC reach out to adjoining areas to give them a voice in the planning and development of UBC?
- Can UBC devise a process in partnership with the GVRD to obtain an Official Community Plan for the campus which accommodates UBC's and the GVRD's needs?
- How can UBC's interest be properly represented at the GVRD?

WHAT WE FOUND OUT

- From the Stakeholders

Many individuals and groups have a part in, and are affected by what happens at UBC. Interviews with over 60 of these stakeholders yielded a rich collection of comments and ideas. The topics covered ranged from feelings about the University and its administration, to observations about and suggestions for the physical workings of the campus itself.

Although these comments fell into several topic areas, the most prominent and, given the topic of this study, perhaps important findings were that:

- There is an almost universal distrust and skepticism about the way UBC has managed its planning and development processes, both from within the campus and from outside.
- Many people expressed sincere pride in UBC, either as people associated indirectly with it in some way, or as people recognizing the special and important responsibility it has to British Columbians.

And, perhaps the most positive aspect for the outcome of this study.

- There is a universal desire for more information and involvement in the planning and direction setting of the campus.

While it could be claimed that some of these comments are not based on factual evidence, and that it is impossible to satisfy everyone in the planning process, the point of this work was to catch the essence of impressions people have about UBC and to let this inform future activities aimed at problem solving rather than problem escalation.

There is a wealth of ideas among the stakeholders about possible futures for UBC. What seems to be needed is an open process where stakeholders can share these ideas, debate their merits, search for consensus, and develop a strategy to implement the preferred direction.



THE UNIVERSITY OF BRITISH COLUMBIA

July 14, 1994

Dear Colleagues:

I am pleased to present to you, for review and comment, the executive summary of planning consultant Ray Spaxman's report on the development of a public process for UBC.

I believe the report provides some very useful information and findings that will be valuable as we develop a new public consultation process for our campus.

The full report has already been distributed to Deans and the Board of Governors for information. Two information meetings have been held on campus in the last few weeks and a third meeting has been scheduled specifically for faculty and staff at 2:30 p.m. on Tuesday, July 19 in the Student Union Building auditorium.

For your information, the university has acted on recommendations 1 to 5 in the report as the next stage in this process. Recommendations 6 and 7 will be considered upon completion of the actions recommended in items 1 to 5.

For more information or copies of the report, please contact the Community Relations Office at 822-3131.

David W. Strangway
President

WHAT APPEARS TO BE MOST IMPORTANT

Values and goals are changing across North America. People believe that in order to be relevant, planning has to deal with social, environmental, economic and procedural issues.

While there is a great deal of cynicism on and off campus about past University planning and development practices, there is now an enormous hope that things will change. People want to see new planning principles and a new participatory planning process. Many sense that this can be the beginning of a new and very creative period of planning for UBC.

PRINCIPLES TO GUIDE PLANNING

Based on research, previous planning work at UBC and in other jurisdictions, adapting GVRD Livable Region Policies and noting the advice received from stakeholders, the following 23 principles emerge to guide planning on campus:

1. UBC will create a campus which reflects the primary mission of the University to be world renowned in education and research, while enhancing its position in a place of extra-special natural beauty.
2. UBC will take account of possible impacts on the wider community maximizing the positive ones and minimizing the negative ones.
3. UBC will develop processes to facilitate good communications with the adjacent communities.
4. UBC will make and keep up to date a comprehensive environmental assessment of the ecological and environmental qualities of the area.
5. Campus Plans will be specific in the policies and actions designed to preserve, enhance and use the natural environment, and will account for possible impacts on the natural systems of the area.
6. Plans will identify, prioritize and preserve green areas and provide adequate open space for on-campus users.
7. Urban sprawl will be avoided and maximum use made of existing infrastruc-

ture and already disturbed land areas.

8. UBC will aim to accommodate growth and change to improve its education and research facilities and to improve the sense of community on-campus, but within its current on-campus student enrollment.

9. UBC will give priority to walking, cycling, transit, and goods movement. Every effort will be made to provide maximum access to and around the campus without the need for the private automobile.

10. UBC will add a diversity of activities and land uses to the campus. A diversity of activities will be encouraged where they are conducive to the primary mission of the University for education and research. This means that retailing, housing, research, open space, and educational uses will be intermixed where they are compatible.

11. UBC will work to achieve a safe system of urban and open spaces connected by active streets and connected to the adjacent park and beach areas and neighbouring communities.

12. Views to mountains, ocean and forests will be maximized.

13. UBC planning processes will recognize that open, honest caring and timely two way communications is the key to good neighbourly behaviour. Planning will take account of the interests and concerns of the University's many and varied constituencies, both on- and off-campus.

14. UBC will give attention to the impact of proposed developments on neighbours ensuring that they are as neighbourly as possible.

15. UBC will encourage programmes and the use of available lands for the creation of affordable housing targeted to people who work on-campus.

16. UBC will prepare plans and develop urban design guidelines that emphasize safety for all on-campus.

17. UBC will create a compact medium

Continued on next page

THE UNIVERSITY OF BRITISH COLUMBIA



PRINCIPLES AND PROCESS - Executive Summary

rise campus. High rises may be considered where their impact, locally and regionally, has been considered.

18. UBC will provide access to all planning information and ensure that important information is communicated in ways which are easy for most people to understand. All plans and the reasoning behind them will be made available for public review at their earliest conception.

19. UBC will encourage and facilitate public participation in University planning.

20. UBC will give consideration in all its operations to reinforcing the sense of community.

21. UBC will utilize its on-campus research knowledge in preparing plans and projects.

22. UBC will manage its land ownership through development, or leasing for development, to assist in achieving its mission, observing sustainable development principles.

23. Whenever proposing plans or actions, UBC will specifically describe how each one of these principles is being pursued.

PRINCIPLES TO GUIDE A PLANNING PROCESS

Stakeholder interviews raised the need for a clearly articulated, open and democratic participatory planning process, of the type commonly used in municipalities across B.C. Stakeholders desire a process which is based on the following six principles:

1. The opportunity for meaningful and open public participation in plan preparation and decision making.

2. To be provided with relevant, clearly presented information.

3. Enough time to review the information, discuss it within their community, discuss it with UBC, make their position known to UBC and be given a fair hearing before decisions are made.

4. Assurance that their comments and ideas will be given fair consideration by a decision-making authority which has credibility with the communities which they may affect.

5. Processes that ensure their interests are given due consideration and are dealt with fairly.

6. Clear linkages between the planning principles that guide UBC planning and the processes and regulations that are adopted.

UBC serves a complex of constituencies which can be described geographically, functionally and jurisdictionally. Modern participatory processes include consensus building techniques. The 10 principles adapted by the Canadian Round Table are a useful guide.

These many principles should be applied to dealings with all those affected by the planning of UBC. At the same time, it should be recognized that certain groups are more or less affected by different types, scales and locations of development on campus. The planning process recommended under "A Cooperative Solution" reflects these fairness-based principles.

A COOPERATIVE SOLUTION

There is a universal desire to see a proper planning process in place at UBC. The Minister of Municipal Affairs wants an Official Community Plan to be prepared and enacted, as well as zoning and democratic, municipal-like decision mak-

ing processes are put in place.

Before all this can be achieved the complex jurisdictional issues of Electoral Area "A" must be resolved. This will take many months of complex research and negotiation to meet the basic principles of openness and participation.

However, there does seem to be a unique opportunity to make significant progress towards these desirable planning goals in the very near future.

It will take a special cooperative process between UBC and the GVRD to achieve this. Both organizations need a plan for the campus. UBC, under its mandate of the University Act, needs a campus plan, and the GVRD, under the Municipal Act and the direction of the Minister of Municipal Affairs, needs an Official Community Plan for this remaining portion of Electoral Area "A".

Given a co-operative framework, as described later, the primary objectives would be:

1. A New Campus Plan - An Official Community Plan

A new plan would be prepared for the whole UBC Campus. It would pursue the principles for planning set out in Section 4.1 of this report and be prepared in accordance with the principles set out in Section 4.2.

It would accommodate the existing Main Campus Plan, which would be adjusted to ensure that it reflects the new principles. It is anticipated that any such change would be relatively minor. The Greater Campus discussion paper would provide useful background information but would not drive the planning process.

The plan, as well as providing guidance to the development of the campus for UBC, would also serve as an Official Community Plan as described in the Municipal Act. See Appendix E.

While the plan would be approved and adopted by UBC it would also be approved and enacted either by the GVRD or by a new municipality, should that be created before the plan is completed.

The big question concerns what sort of framework will be needed to obtain the cooperation between UBC and GVRD.

We suggest the following:

2. An Advisory Planning Committee

The GVRD and UBC would set up an Advisory Planning Committee to prepare the new plan. The Advisory Planning Committee would report to the Board of the GVRD and the President and Board of Governors of UBC.

The committee would comprise the following membership which is aimed at providing representation for the main on-campus stakeholder groups, and the important communities influenced by, and influencing the UBC Campus.

- A representative of the management of UBC
- The GVRD Director of Electoral Area "A"

The following appointed by UBC:

- Representative of UBC Faculty
- Representative of UBC Students
- Representative of UBC Residents
- Representative of UBC Staff

The following representing the University Hill Community:

- UEL Administrator or chair of Rate-payers Association

The following appointed by the GVRD:

- Pacific Spirit Park, Representative of Friends of the Park
- Pacific Spirit Park Representative of Wreck Beach Preservation Society

The following representing the City of Vancouver:

- A councillor appointed by City Council, with special responsibility for communications with West Point Grey/Dunbar and South-

lands, and

- Musqueam Indian Band, as appointed by the Band

The committee would be co-chaired by the members representing UBC and the GVRD, or they could alternate the chair, or the chair could be selected by the Committee, or an acceptable independent chair could be appointed by UBC and the GVRD.

The committee would develop a public planning process following the principles set out in Section 4.0. The planning principles would be used at the commencement of planning under this new process and would be refined as the work proceeded.

The committee would also be able to assist and advise on the jurisdictional work which should be proceeding at the same time.

3. A Planning Consultant

The Advisory Planning Committee would select a planning consultant to undertake the considerable technical and professional work. The consultant would report directly to the Committee and would liaise with the technical staff at the GVRD and UBC.

4. A Technical Support Committee

A technical committee, chaired by the planning consultant, would be established with the following representatives:

- GVRD Planning Services and/or Parks and Recreation
- UBC Planning
- UEL Administration
- City of Vancouver Planning and/or Engineering

The role of this committee would be to provide technical information and liaison. It would not be a policy making group requiring voting procedures.

5. Priority for Obtaining the Plan

It is important that the process of producing the new plan commence as quickly as possible, is given priority attention, and aims for completion within two years. To give credence to this priority, we suggest that the process be lead at the Vice-President level. The Vice-President charged with this planning responsibility must have an understanding and empathy for the principles and processes set out in Section 4.0.

These arrangements may take many months to be implemented because of the many organizations involved and the need for public consultation. In the meantime, UBC must proceed with its needed planning and development. To cover this period we suggest the following:

6. Advisory Planning Committee

UBC invites the same representatives as noted in item 2 above to form an Advisory Planning Committee to UBC as an interim measure. The purpose of this committee would be to advise the President concerning the planning and development work needed while the broader planning process described above is implemented. The members would also provide liaison with the GVRD, the City of Vancouver, the UEL and the Musqueam.

The committee would receive technical assistance from the Campus Planning Department who would ensure technical liaison with UEL, GVRD, the City of Vancouver and other agencies and government departments.

7. Principles and Process

UBC adopts the Principles to Guide Planning (Section 4.1) and the Process Principles (Section 4.2) as guides to ongoing planning operations, again as an interim measure until public response has been received and a process and principles are agreed.

8. An Information Centre

Because of the overwhelming desire for information on all aspects of UBC from on-campus and off-campus, a highly visible, welcoming, accessible and customer-focused centre of information services would contribute significantly to positive relationships with UBC. This is one new building project which would receive wide support.

CONCLUSIONS

While there may be skepticism about the University's ability to change how it engages in planning and development, there is a shared will within UBC to adopt programmes that will remedy skepticism and enter a new era of cooperation, openness and strengthening of its mission.

This report describes a new set of basic principles to guide planning at UBC. It also provides the principles for a new public process based on the significant involvement of stakeholders. Finally, the report sets out an organizational process for developing a campus plan based on new guiding principles, a new public process carried out in cooperation with the GVRD, and leading to a plan acceptable to UBC and which can be enacted as an Official Community Plan by the GVRD.

In the spirit of the principles sought after by most of the stakeholders, this report should be given wide circulation and anyone interested should be asked for their comments. It is especially important to learn what support there is for:

- The proposed planning principles (Section 4.1)
- The proposed planning process (Section 4.2)
- A cooperative solution (Section 5.0)

RECOMMENDATIONS

We recommend that UBC receives this report and:

- Makes it available to the public (at cost) with an invitation to submit comments within three months for consideration by the University.
- Sends it to the stakeholders identified in Appendix B (free), with a request for comments within three months.
- Publishes the Executive Summary and the follow up arrangements to be made, in *UBC Reports*.
- Asks Campus Planning to report to the President with its response to the report in one month's time.
- Makes arrangements to provide:
 - assistance to stakeholder groups in considering the report.
 - discussions with the provincial, regional and city of Vancouver governments to determine their positions regarding the suggestions made.
 - a public presentation to discuss the study findings and receive comments.
 - a compilation service for all comments received, for public record at an accessible location at UBC.
 - a further report to the University on the comments received, with revised recommendations in four months time.
- Adopts the planning principles and processes recommended to guide ongoing planning and development work, and, to assist in this, establish an interim Advisory Planning Committee as set out in Section 5.0 of the report.
- Initiates the creation of a Campus Information Centre as described in Section 5.0.



THE UNIVERSITY OF BRITISH COLUMBIA

FIRST REPORT OF THE AD HOC COMMITTEE ON UNIVERSITY ORGANIZATION

I. INTRODUCTION

Terms of Reference

At its May 1993 meeting Senate approved the following motion of the Senate Budget Committee:

That Senate, in consultation with the President, appoint an ad hoc or standing committee to advise the President on restructuring and/or consolidating both among and within Faculties and Departments into fewer units that are coherent and have less overhead than at present.

Thus, the concern that brought the committee into existence was in substantial degree budgetary. At a subsequent meeting (15 September 1993) Senate approved the following terms of reference for an ad hoc committee:

To examine and report on the administrative structure for the delivery of academic programs of the University and where appropriate recommend changes, with a view to improving efficiency and academic effectiveness, consistent with the pursuit of the University's goals and objectives and its Mission Statement.

While limiting the committee's mandate to "the administrative structure for the delivery of academic programs," the terms of reference extend the Committee's mandate to considering both "efficiency" and "academic effectiveness." The committee interprets its scope ("academic programs") to encompass both teaching (including continuing education) and research. A separate committee was established by the President as a steering committee for an external consultant's review of the "non-academic" aspects of university administration. A report on a limited range of administrative issues has been received from the consultant and widely circulated with a covering letter from the President (S. Dupré, *Administrative Organization and Processes at The University of British Columbia*, March 1994). The steering committee has not published a report.

Scope of the Report

The work of the Committee is ongoing. In this initial report, we first describe the procedures of the Committee and the principles that underlie our review and proposals for reform of the administrative structure of the academic side of the University. We then turn our attention to substantive issues and recommendations. We have solicited and received suggestions for administrative restructuring and/or consolidation from many people in diverse parts of the university community over the past 8 months. The range of possible reforms is considerable. Rather than attempting to consider all simultaneously, the Committee chose to confine its attention initially to a small number of proposals and to move on to others as recommendations are formulated on the first ones. In this report we have chosen to limit our analysis to issues relating to the number and relative sizes of faculties, department size, some aspects of Senate and University procedures with respect to important academic decision-making, and the organization of teaching and research on natural resources and the environment. It is the intention of the Committee to continue study of a number of other proposals, and to produce a second report in the fall. At that time, the Senate may wish to consider the future of the Committee.

II. SOME BASIC PRINCIPLES

Criteria

The committee approached its review of university organization with three cri-

teria in mind:

- academic effectiveness
- administrative cost
- administrative effectiveness

We interpret administrative cost and administrative effectiveness as components of "efficiency" in the committee's terms of reference.

To the extent that our work has been directed by cost considerations, the Committee's concern has been only the "administrative cost" of delivering academic programs. We have not been directly concerned with the non-administrative costs of academic programs, although, inevitably, considerations of total costs have at times entered our deliberations.

It is also important to note that our recommendations are not predicated solely on the reduction of administrative cost. Although reductions in administrative cost are possible, and over time may amount to considerable sums of money, it is unlikely that the administrative reforms that we are proposing will result in large savings in the operating budget of the university in the short run. We are also concerned with both administrative and academic effectiveness. In some cases there are reforms that could result in important enhancements to academic or administrative effectiveness even though there may be little or no administrative cost savings. In some cases we think the university should be prepared to accept the risk of some small, temporary reduction in academic effectiveness where there are important gains to be made in administrative effectiveness or reductions in administrative cost that will add to the resources available to enhance academic effectiveness throughout the university.

The Concept of Administrative Cost

The committee construes the concept of administrative costs in a broad sense. Some costs are obvious, involving explicit expenditures on administrative activities, such as expenditures on

- salaries of administrative support staff
- administrative stipends and honoraria for deans, associate deans, assistant deans, directors, department heads and some other administrative officers of departments and faculties
- administrative leave for deans, associate deans, assistant deans, directors and department heads
- director searches for new deans, directors and department heads
- external reviews
- administrative travel
- retreats
- external meetings of deans, directors and heads.

However, there are also implicit administrative costs that do not involve explicit expenditures for administrative purposes but nonetheless divert scarce resources from alternative uses, particularly teaching and research. These include:

- released time from teaching responsibilities for department or division heads and other academic administrators within departments or divisions
- faculty time devoted to committee work and administrative tasks (time that could otherwise be devoted to teaching and research)
- space devoted to administrative activities (space that could otherwise be used for other academic activities).

- time devoted to internal and external searches for new deans, directors and department heads
- time wasted as a result of the duplication of functions and activities at various levels of administration and/or overlap in administrative duties
- time wasted as a result of unnecessarily repetitive, overlapping and multiple demands for information from higher levels of administration
- time wasted as a result of administrative inefficiencies in the processing of information.

While most (if not all) of these administrative activities are important to the functioning of the university, we must be concerned about the total explicit and implicit administrative cost. In general and within limits, fewer administrative positions would involve smaller aggregate expenditures on administrative activities and less administrative time and other scarce resources devoted to administrative activities and their coordination.

Consultation

The Committee decided as a basic principle that widespread consultation is essential both to understand the existing administrative structure and to develop sensible proposals for reorganization. However, it was also apparent to the committee that the only feasible method of consultation was through the existing administrative structure. The time that members of the committee could devote to this task, the resources available to the committee, and the perceived urgency of proceeding with the review did not permit us to consult directly and widely with individual faculty members and students. We anticipated, however, that deans, directors and heads would engage in such consultations on specific questions posed by the committee, and we are pleased to note that a substantial amount of such consultation has occurred.

The importance that we assign to consultation is also reflected in our recommendations for implementation of proposed administrative reorganizations.

The Committee's Procedures

The Committee felt that the first important task was to attempt to develop an understanding of the complex administrative structure for academic programs in the university. In September 1993 we wrote to all deans, directors and department heads asking for information about existing administrative arrangements, problems with and impending changes in those arrangements, suggestions for reform and different administrative models elsewhere with which they were familiar and that we might consider. The committee also read reports on restructuring at several other universities.

The results of this survey were helpful to the committee in clarifying our thoughts about issues to be studied. We drew up a long list of potential issues, and based on our preliminary deliberations we agreed on an order of priority for study and decided to consider initially:

1. establishing a minimum size for departments
2. reforming certain Senate and University procedures
3. reorganizing teaching and research in natural resources
4. uniting the study of soil sciences and geography

With respect to the suggestion of a minimum size for academic departments, we wrote to the deans of each faculty with

formal academic departments or divisions, seeking information on explicit and implicit administrative costs of departments and divisions, and inviting submission of other information about the reorganization of the departmental or divisional structure of each faculty, with a view to reducing administrative costs and enhancing both administrative and academic effectiveness. All deans cooperated in providing information, although the degree of useful detail provided was variable.

With respect to the suggestion that teaching and research in natural resources be reorganized, we sought advice from the Deans of Agricultural Sciences, Forestry and Graduate Studies on the feasibility and desirability of creating a new faculty with this broad mandate, and from the Dean of Applied Science on the merits of a reconfiguration that would include much of the Faculty of Applied Science.

With respect to the proposed merger of Geography and Soil Science we sought advice from the heads of the affected departments and their deans.

This report reflects our deliberations based on the advice that we received on these issues, and contains our recommendations for action by the Senate.

As background for much of our deliberations we found it necessary to consider the nature, role and number of faculties. Before turning to the issues listed above and our recommendations with respect to them, we wish to explain our general perspective on Faculties at UBC.

III. FACULTIES

At its meeting in May 1993, on the recommendation of the Academic Policy Committee, Senate adopted nine "Guidelines for the Establishment of a Faculty." These guidelines are reproduced as an appendix to this Report. (Not included in these minutes - see pp. 10536-551 April 21, 1993 Senate minutes for Guidelines for the Establishment of a Faculty). While specifically addressed to the establishment of new faculties, the guidelines provide an important starting point for reviewing the existing complement of faculties in the university.

The Committee is strongly of the opinion that on all academic matters the appropriate primary advisory body for the President, within the formal administrative structure of the university, is the Committee of Deans, meeting together with the Vice-President Academic and Provost and the Vice-President.

The Role of the Committee of Deans

Research. This Committee ought to be a central and influential body in academic governance. However, it is the perception of the committee that the importance of the Committee of Deans as an advisory body in major decisions has declined in recent years as the number of vice-presidents and associate vice-presidents has expanded. This is a perception that is difficult to document without intensive research, but it is a perception that is widely held within the university. It is a matter of deep concern to the Committee.

Relative Size of Faculties

Guideline 6 of "Guidelines for the Establishment of a Faculty" expresses concern about the relative weighting of different parts of the university within the committee of deans.

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We agree that there is a striking imbalance in the relative sizes of faculties, whether measured by operating budget, the number of full-time equivalent faculty or the number of full time equivalent students in the faculty (Table 1). As a result, there is also an imbalance between science-based (including medical science) and humanities and social science based disciplines. To the extent that decisions are taken by vote, this imbalance is so severe as to be wholly inappropriate and to impair the credibility of the Committee of Deans as a representative advisory body. Even when decisions are not taken by vote, there is a corresponding imbalance in the voices heard in the deliberations of the Committee of Deans. For this reason, the Committee is of the opinion that it would be highly desirable to consolidate some faculties in a way that will significantly reduce the inequality in the relative sizes of faculties in the University.

See **TABLE 1** below

Number of Faculties

Quite apart from the question of the relative sizes of faculties, a reduction in the number of deans should increase the effectiveness of the Committee of Deans within the governance structure. In general, the influence of any particular voice in deliberations depends on the number of people "at the table." A smaller committee of deans, working with the Vice-President Academic and Provost and the Vice-President Research, should be more cohesive, with each dean having a stronger voice in deliberations. For this reason also, the Committee considers it important to consolidate some faculties and reduce the number of deans.

If some of the smaller faculties were to become schools associated with a larger faculty, there would be considerably less pressure to departmentalize such small "faculties."

Under the University Act (Section 34), the existence of each faculty adds four members to Senate — a dean, two faculty members and one student. Fewer faculties would also mean a smaller, more effective and more representative Senate.

Administrative Cost and the Number of Faculties

It has been asserted repeatedly to the committee that the cost saving from reducing the number of faculties and deans will be minor. This is true if the same administrative structure remains in place, only called by different names (schools with directors rather than faculties with deans). It seems clear that some savings are possible through streamlining ad-

ministration and sharing of facilities and administrative personnel in ways that are not encouraged when units are organized into separate faculties, and many small cost savings can add up to significant sums. In any case, our observations about the number of faculties and deans are predicated primarily on improvements in administrative effectiveness — on reducing the inequalities in the representation of various parts of the university in the Committee of Deans, and on enhancing the role of the Committee of Deans in the governance structure.

Recommendations

At this time, no specific recommendations for Senate action emerge from this section of our report. However, our conclusions about the number of faculties and deans underlie our search for possible consolidations and reorganizations of existing faculties that have the potential to enhance academic effectiveness.

IV. DEPARTMENTS

The Nature and Role of the Department

The academic department or school (or in some cases the division) is the basic administrative unit in the university. It is the administrative "home" for almost all faculty members. The department, through the head and committees, normally makes the initial recommendations regarding appointments, promotion, tenure, salary, teaching and research prizes, etc., reviews performance, and makes the administrative arrangements for most aspects of faculty academic activities (office space, secretarial assistance, supplies, etc.). The department supports and houses the faculty who are engaged in expanding and transmitting knowledge. Thus, it is a scholarly community, promoting scholarship and research and continuing scholarly contact among individuals engaged in related areas of research. The department is also responsible for the development, operation, assessment and revision of most undergraduate and graduate curriculums, including making most of the necessary administrative arrangements (instructors, timetable, room bookings, advising, etc.). The department is usually the academic "home" for students. It is generally the place where students pursue enquiries about academic programs, seek advice, find their academic identity and, both formally and informally, participate in program review and development. The department also provides an interface with the profession or industry and an important link with the international community of scholars who carry

out work in a defined area of inquiry. It is generally a formal and easily recognizable point of contact for the world outside the university.

Many departments are coincident with the representation of a "discipline," somewhat defined, among faculty members and in the teaching programs of the university. However, this is not necessarily the case. Some departments encompass more than one "discipline" or provide more than one program, and increasingly faculty members of the same "discipline" can be located in different departments or schools. Moreover, new and interdisciplinary modes of enquiry and teaching often transcend traditional departmental boundaries. We note, for example, that there are many interdisciplinary programs, centres and institutes in the Faculty of Graduate Studies. At times the formal departmental structure can interfere with interdisciplinary innovations in teaching programs. It is also important to note that informal groupings of scholars for research purposes often do not coincide with departmental boundaries. Many departments contain well defined research groups within them, and many research groups include people in several departments and indeed from outside the university. Such research groupings are flexible, forming and reforming quite independently of the university's departmental structure.

It is also worth noting that the scope of services provided by the department can and does vary. In some cases, the provision of secretarial services is arranged through the dean's office, and there are examples of administration (e.g., the management of stores) for several departments with similar laboratory requirements on a "building" rather than a "department" basis. It is possible that a careful reconsideration of which services should be provided centrally and which provided on a decentralized basis would reveal significant improvements in efficiency.

Our major point is that while departments may be the basic unit in the university for certain administrative purposes, UBC's existing departmental structure, with more than 90 departments and schools, is not essential for effective pursuit of the central tasks of the university, teaching and research. Other configurations are possible.

With a will to make them work, other configurations would not only be feasible but would have the potential of enhancing both academic and administrative effectiveness, with smaller administrative costs. In this context we note the reconfiguration that is occurring in the Faculty of Education. While the Committee has not been involved in this process, we have been informed about it, and we applaud the initiative of the Dean of Education to undertake such a large-scale review and reorganization.

Department Size

Table 2 provides a distribution of departments by size, with size measured by the number of full time faculty members in the department. The committee is well aware that the relative number of full time faculty members does not fully reflect the differences in the range of administrative responsibilities among departments and for this reason it is an imperfect measure of department size. There are significant differences among departments of similar size in the scope of graduate and undergraduate programs, the degree of laboratory work involved in teaching and research, the employment of clinical and other auxiliary teaching staff, and interaction with professional bodies. These are factors that will have to be taken into account in refining and implementing our proposals. Nonetheless, while imperfect as a measure of "size," the number of full time faculty members provides a useful starting point for comparisons among departments. In any case, by any measure that one might use, UBC has many departments that are very small.

See **TABLE 2** below

Administrative Effectiveness and the Size of a Department

In a large faculty, small departments imply a large number of departments. Some of the same considerations that arise in considering the number and relative sizes of faculties also apply in considering the number and relative sizes of departments. The committee of department heads should play a central role in the academic governance of the faculty. It should be a forum for the free and open discussion of academic policy and hence for advice to the dean. However, it should not be a forum in which there are significant inequalities in the number of faculty members represented by a single voice and a single vote. Moreover, in general, the larger the number of participants in the debate, the less effective is any particular voice. While it is important to have representation from the diverse sectors of the faculty, it is also desirable to do so economically. Within limits, a smaller committee is to be preferred to a larger one.

There are many reasons to be concerned about the large number of small departments. For example:

- Not all faculty members are suitable as department heads. Administrative talent is scarce even in a large department. While there will always be exceptions, in very small departments the problem of the availability of administrative talent is magnified.
- A major function of a department is the assessment of the performance of faculty members in teaching, research and administration. The Committee is concerned about the quality and objectivity of such

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Table 1 Full Time Faculty and Student Enrollment, by Faculty, 1992-93

Faculty	Full Time Faculty Members	Number		Percent of Total		
		FTE Undergrad. Students*	FTE Graduate Students*	Full Time Faculty Members	FTE Undergrad. Students*	FTE Graduate Students*
Arts	468	7307	1039	25.3	33.6	21.5
Medicine	375	1823	382	20.3	8.4	7.9
Science	309	4764	897	16.7	21.9	18.5
Education	187	2423	819	10.1	11.1	16.9
Applied Sc.	167	2130	700	9.0	9.8	14.5
Commerce	105	1177	351	5.7	5.4	7.2
Agricultural Sc.	64	516	191	3.5	2.4	3.9
Law	44	685	32	2.4	3.1	0.7
Forestry	38	347	153	2.1	1.6	3.2
Pharmaceutical Sciences	35	351	57	1.9	1.6	1.2
Dentistry	30	246	15	1.6	1.1	0.3
Graduate Studies#	27	9	206	1.5	0.0	4.3
Total**	1851	21778	4842	100	100	100

* Course enrollees

** Total full time faculty members includes 2 faculty members not recorded in a faculty.

Includes only faculty members and student enrollees in administrative units within the Faculty of Graduate Studies

Sources: UBC Fact Book, 1992 ; Institutional Research, Office of Budget and Planning;

Table 2 Distribution of Departments by Size, September 1993

Size Number of Full Time Faculty	Number of Departments	Number of Full Time Faculty	Percentage Distribution		Cumulative Percentage Distribution	
			Departments	Faculty Members	Departments	Faculty Members
0-4.99	4	13	4.3	0.7	4.3	0.7
5-6.99	5	26	5.4	1.4	9.8	2.1
7-8.99	7	52	7.6	2.8	17.4	4.9
9-10.99	9	83	9.8	4.5	27.2	9.4
11-12.99	9	104	9.8	5.6	37.0	15.0
13-14.99	12	165	13.0	8.9	50.0	23.9
15-16.99	11	170	12.0	9.2	62.0	33.1
17-19.99	8	146	8.7	7.9	70.7	41.0
20-29.99	14	369	15.2	19.9	85.9	60.9
30-69.99	13	585	14.1	31.6	100.0	92.5
Not in Depts.		138		7.5		100.0
Total	92	1851	100.0	100.0		

Sources: UBC Fact Book, 1992 ; Institutional Research, Office of Budget and Planning;



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assessments in very small departments with very few individuals participating in the assessment process. The problem is compounded if there are few senior faculty members.

- With a small group of faculty members to choose from, it is difficult to structure committees. Indeed, some faculty members may be involved in almost all departmental committees. The spreading of the committee load that is familiar in larger departments is not occur.
- Small departments also have less budget flexibility than large departments. The loss of any faculty member or a member of the support staff for whatever reason can have unusually serious consequences. Indeed, a faculty member's being on sabbatical leave can create a serious problem, and on occasion this has limited the ability of some faculty members to use the sabbatical leave provision to improve their capacity as teachers and researchers.

It is also important to note an important implicit cost when there are many small departments. That is the time and energy that must be devoted by the dean's office and other senior administrative offices to consultations with departments and to the supervision and coordination of departmental activities. These costs increase with the number of departments in the faculty.

Administrative Cost and Department Size

Small departments have been established for diverse reasons, and many have a long history. They came into existence for various reasons. In some cases they were once larger departments that have contracted. In other cases they were established as small departments responsible for an academic program that was initiated as part of a larger department or an institute. The normal justification for a small department is "academic." In varying degrees emphasis is placed on the uniqueness of the program offered by the department, on the ability of an autonomous department to develop graduate and/or undergraduate programs that might be stifled if they were part of a larger department with other primary interests, and on the sense of academic community developed among the members of the autonomous department.

We are sympathetic to these concerns and we recognize that members of small departments generally have intense commitment to the autonomy of the department. As a result, the process by which small departments are merged into larger units may not be painless. There may be strong resistance by members of small departments because of apprehensions associated with an altered and unknown environment, perceptions that their field of study may not thrive in a larger, more diverse department, and a sense of loss of power over important decisions. However, with the will to make a new configuration work, these are difficulties that can be overcome.

In considering the future of small departments at UBC, we must also give careful consideration to administrative effectiveness and administrative cost (implicit as well as explicit).

Some administrative costs vary directly with department size. However, not all administrative costs vary proportionately with department size and some are independent of department size.

Space

Normally each department has a departmental office. Combining two or

three small departments into a single department should permit some reduction in the space devoted to this function. Space is a valuable resource at UBC.

Administrative Leave

Under current UBC policy, a department head is entitled to one year of administrative leave, at full salary and benefits, at the end of a five year term as head. (Six months of leave if the head is continuing for a second term.) This administrative leave substitutes for the study leave for which the head would otherwise be eligible to apply given the same period of service as a faculty member. The net cost of the administrative leave, then, is the difference between the salary and benefits received on administrative leave and the salary and benefits that would otherwise be received on study leave. This may be 25% or 40% of the head's salary, depending on whether the leave is taken after 4 or 6 years of service since the previous leave. However, experience shows that only a third to a half of those eligible for study leave in any year are able to take study leave. By contrast, it seems highly unlikely that someone eligible for a full year of leave at full salary would decline that opportunity. Thus a simple calculation based on formal study leave provisions will likely underestimate the cost of our administrative leave provisions.

The Committee is not opposed to the principle of administrative leave. Indeed, we regard the leave provisions as essential. Long service in an administrative position can have very deleterious effects on a person's scholarship, currency in the field and capacity to teach at the frontiers of the discipline. It is important that administrators have an opportunity to refresh and retool, to enhance the contribution that they can make to the university. We also observe that it is increasingly difficult to persuade suitable faculty members to assume administrative responsibilities. The availability of administrative leave can help reduce the sacrifice imposed on someone who assumes a headship, thereby improving our chances of persuading appropriate people to serve.

In the present context, however, the important point is that provisions for administrative leave do not vary by size of department (and hence by the complexity of the administrative responsibilities). Two or three small departments will be more expensive in this respect than a combined larger department.

Administrative Stipends

Policy with respect to stipends for academic administrators varies among faculties. In some cases, there is a difference between the stipends paid to heads of small departments and to those of large departments. However, this is not universal; and in general the differences that exist are not proportionate to differences in the sizes of departments.

Again, the Committee is not opposed to the principle of administrative stipends. They are often important in order to induce suitable people to accept administrative responsibilities. However, present UBC practice does not differentiate sufficiently between stipends for administrators of large units and those for administrators of small units. (This applies to faculties as well as departments).

Released Time

A similar observation can be made about released time from teaching for academic administrators. Policy varies among faculties and among departments, and there is no centralized compilation of information on released time. Our enquiries suggest that in many cases there is a differential between the released time

for heads of large and small departments. However, this is not universal; and in general the differences in released time are not proportionate to differences in the sizes of departments.

The "Efficiency" of Small Departments

We have been told repeatedly that small departments are "efficient" because their administrative expenditures are very small. Typically, small departments do not have administrative assistants, have smaller secretarial staff, and may have a departmental secretary only part time (and in at least one case shared with another department). In some cases the department office is effectively open only part time.

In this context, we do not regard small expenditures on administration as "efficient." Indeed, the material supplied to us suggests that a disproportionate share of administrative activities in small departments is performed by faculty members whose time would be much better devoted to the central tasks for which they are employed, teaching and research. It seems apparent also that the faculty and students in these departments are deprived of administrative services that are normal in larger departments. It is also worth noting that public and student access to the department is restricted by departmental offices that are staffed only part time.

Very Large Departments

Very small departments are relatively costly. We have not explored the economics of very large departments. It is possible that very large departments, and particularly departments with several programs, are also relatively costly. For example, they often require program coordinators or other faculty administrators with released time and occasionally honorariums, positions that are not common in smaller departments. However, it is not necessary to create very large departments with complex administrative structures. It is possible to organize a smaller number of medium sized departments in place of the large number of very small departments. In some cases the reconfiguration may take the form of a merger of small departments; in some cases it may involve a small department joining a larger department; and in other cases it may involve a more complex rearrangement of faculty members and programs.

Academic Effectiveness and Department Size

The case in favour of small departments usually emphasizes academic arguments. Even on academic grounds, however, we have concerns about very small departments.

Small departments generally find it difficult to mount a comprehensive graduate program, and often are forced by the shortage of faculty to adopt a very restrictive definition of the "core" of the discipline. These problems in turn affect their ability to attract and retain excellent graduate students and to survive reviews of graduate programs. They have few faculty members available to serve on graduate student committees. New imaginative and innovative undergraduate and graduate student programs that cross traditional disciplinary boundaries can be one of the important results of combining small departments into larger groupings. We would reemphasize in this context the serious consequences for the integrity of academic programs in a small department from the loss of a single faculty member or a faculty member going on sabbatical leave.

A Minimum Size for Departments?

The committee's consideration of small departments at UBC leads us to the con-

clusion that there are strong arguments for establishing a minimum size for a group to have departmental status. What should that minimum be?

We could pretend to have a scientific answer to that question. We do not. It is the opinion of the committee, however, that a minimum size of 15 full time faculty members would be appropriate to provide a unit with the faculty resources to provide academic programs of adequate depth and breadth and to spread the administrative burdens fairly. It should also provide a balance of faculty members in various ranks to staff personnel committees, provide supervision for graduate students, and permit faculty members to take advantage of sabbatical leave provisions.

It is true that if no exceptions were made, the data in Table 2 suggest that this rule would affect 46 departments, about half of the departments at UBC. However, a considerably smaller proportion of the full time faculty (24%) would be affected. It is the opinion of the committee that this degree of disruption is manageable and, given the benefits in academic and administrative effectiveness and the reduction in administrative cost, well worth undertaking. Moreover, the potential cost saving is substantial. A rough calculation based on the size distribution of departments in Table 2 suggests that for each department headship that we can eliminate, the savings from the administrative stipend, administrative leave and released time would amount to between \$22,900 to \$ 52,900 annually. If 46 departments could be consolidated into 29 departments of 15 faculty members each, the annual saving to the university from these factors alone would be in the range \$ 389,000 to \$ 900,000. To these savings must be added the substantial savings in implicit and explicit costs from fewer head searches, fewer external reviews, the reduction in space devoted to administrative tasks, etc.

We recognize that there may have to be exceptions to the minimum size rule. As we noted above, the number of FTE faculty members is an imperfect measure of the administrative responsibilities of some departments. However, we are also of the opinion that if a minimum size is established it should be an effective floor. Exceptions to it should be rare and should require special justification.

Process

It is one thing to specify a minimum size for departments. It is another to specify which programs and departments should be reorganized in the process of achieving that minimum.

In general, a committee of Senate is not an appropriate body for making these choices and conducting the consultations and negotiations that will be necessary in the reconfiguration process. The Committee is of the opinion that these are tasks that must be performed by the deans. However, we are also of the opinion that the Vice-President Academic and Provost must take responsibility for ensuring that the spirit of the policy is adhered to and that Senate must maintain a watching brief on the process.

Recommendations:

Based on the preceding discussion, the Committee recommends that:

1. Senate establish a minimum size for departments, schools and divisions that have department-like responsibilities.
2. The minimum size for departments, schools and divisions be 15 full-time faculty members in the department.

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3. Deans be asked to arrange for consolidations of relevant departments, schools and divisions to conform with the minimum size and to report regularly to the Vice President Academic and Provost on progress. The Vice President Academic and Provost be asked to report to Senate on the results of these reconfigurations by December 1995.
4. Exceptions to the minimum size should be rare and should be permitted only on the basis of special circumstances which must be made explicit.
5. All exceptions to the minimum size approved by the Vice President Academic and Provost, be reported to Senate.
6. Provisions for administrative stipends and administrative leave for department heads be graduated depending on department size.

V. SENATE AND UNIVERSITY PROCEDURES

As part of its review of the administrative structure for the delivery of academic programs the committee gave careful consideration to a number of Senate and University procedures affecting academic decisions. We wish to make recommendations about two of them.

Curriculum Revision

The present process for revisions to the curriculum is complicated and cumbersome. The principle appears to be to make curriculum revision almost "fail safe" in terms of avoiding overlap in courses in different departments and minimizing the invasion of departmental teaching fields by members of other departments. Even the most minor of changes can require widespread consultation, extensive paper work, and deliberations by three or four committees, by one or two (and occasionally more) faculties and by the Senate. Of course, the procedure can only control changes in the Calendar description of courses; it cannot prevent hidden curriculum changes within existing Calendar descriptions, with the result that Calendar descriptions in some cases no longer reflect course content. Innovation in courses and programs is discouraged, and departments are discouraged from making even minor revisions to the Calendar because of the cumbersome procedure.

The resources devoted to the process of curriculum revision are excessive. It is the opinion of the committee that the benefits of the present procedure do not justify the cost. We must be willing to accept a higher degree of risk in our curriculum revisions, so that cost of the process of curriculum revision can be reduced.

Recommendations

The Committee recommends that:

7. The Senate Curriculum Committee be instructed to study the process of curriculum revision and to bring recommendations to the Senate not later than November 1994 for the simplification of the process.
8. As guidelines, the Senate Curriculum Committee be invited to:
 - a. Establish a broad category of minor changes that can be made by departments, schools or non-departmentalized faculties without further consultation except notification of the appropriate curriculum review officer (who might be the chair of the Senate Curriculum Committee), who will be responsible for ensuring that the change is indeed "minor" and that no other academic program is likely to be adversely affected. This category

might include, at a minimum, changes in course numbers, course names, prerequisite requirements and editorial changes in course descriptions.

- b. Establish a narrow category of major changes that require consultation and full review by faculties and the Senate. This category might include new programs, new courses, deletion of courses and changes that affect requirements for student programs in other departments.

- c. Consider the possibility that proposals for major changes in graduate courses and programs go directly to the Faculty of Graduate Studies from departments, schools and non-departmentalized faculties for full review before being sent to Senate for review and approval.

Appointment, Promotion and Tenure Procedures

Procedures for appointments and for the generation and review of recommendations for the granting of promotion and tenure are different in principle from those for curriculum revision. For the University there is the fundamental consideration of obtaining the very best faculty possible; for the individuals involved there are fundamental considerations relating to career development and personal and family disruptions. It is important that all major deliberations involve the best university-wide professional standards and evaluation procedures, that deliberations be conducted in a fair and professional manner, and that safeguards ensure a fair hearing of all pertinent evidence. However, it is also important that the procedures not involve unnecessary administrative cost.

We note that a new agreement on Conditions of Appointment has been signed by the Faculty Association and the University after prolonged negotiation. While this agreement appears to generate new administrative costs with respect to recommendations on promotion and tenure, we are not yet in a position to assess whether those additional costs are warranted by commensurate improvements in the effectiveness of the process. We must wait and see.

There is, however, one aspect of the appointments, promotion and tenure process that is outside the Agreement on Conditions of Appointment. That is the Senior Appointments Committee. The Senior Appointments Committee is an important committee, responsible for ensuring that the advice received by the President on the granting of tenure, promotions and appointments to senior ranks reflects high standards of excellence in teaching and research that are reasonably consistent throughout the university. We are of the opinion that significant changes could be made in the composition and procedures of the Senior Appointments Committee that would reduce administrative costs without impairing the integrity of its review process.

At present the senior appointments committee is large, comprised of 12 deans, 12 faculty members broadly representative of the university and a non-voting chair, with an Associate Vice President Academic as non-voting secretary. It is the opinion of the committee that the Senior Appointments Committee does not have to be this large to ensure broad representation and to ensure careful and fair review of all cases.

It is important that the broadly representative nature of the committee be maintained. However, in our opinion it is neither necessary nor desirable that deans of faculties be members of the committee. We recognize the advantage

of having deans on the committee: It is an important forum through which the deans develop an understanding of the requirements, standards and personnel problems of other faculties and new deans learn about the university and their fellow deans. However, their regular participation in the frequent (through much of the academic year, weekly) meetings of the Senior Appointments Committee and the associated "homework", consumes a vast amount of expensive and scarce administrative talent. It is our opinion that this administrative cost is not justified by the presumed benefits of having the deans as members of the committee. Even if the number of faculty members on the committee had to be expanded slightly to ensure representativeness, the removal of deans from the committee would reduce implicit administrative costs.

Recommendation

The constitution of the Senior Appointments Committee is beyond the powers of Senate. However, we recommend that:

9. Senate ask the President to review the constitution of the Senior Appointments Committee, with a view to removing deans from that committee and with a view to strengthening its ability to represent high university-wide standards of excellence and objectivity.

We note that the Dupré report recommends minor changes to the procedures of the Senior Appointment Committee that would reduce the number of cases reviewed by the whole committee. We support these changes.

VI. THE ORGANIZATION OF THE STUDY OF NATURAL RESOURCES

Teaching and research about natural resources and environmental issues occurs in many parts of the university and in the process the perspectives of diverse disciplines are brought to bear on important common problems. The Committee regards this diversity as an important feature of UBC and one which we wish to encourage and promote.

However, in the opinion of the committee, the issues in the management of natural resources and the natural environment are of such vital importance to British Columbia and Canada that the University of British Columbia should take a major step forward in facilitating and accentuating integrated approaches to the study of these issues. In recent years, there have been significant interdisciplinary initiatives for the study of environmental issues, particularly in research and in graduate studies, but also in undergraduate teaching. Nonetheless, Faculty and departmental regulations place significant barriers in the way of full development of interdisciplinary teaching programs, particularly at the undergraduate level, and to the full utilization of the extensive resources of the university in these fields. Science programs in life sciences are seriously over-enrolled while valuable faculty resources in agricultural sciences and forestry are not as intensively involved in such teaching.

It is the opinion of the committee that there are possible organizational changes that would enhance the study of the management of natural resources and the natural environment at UBC, would improve the effective use of faculty resources in this field and permit some budgetary savings.

In considering the possible organization of studies in natural resources and environmental issues, the Committee considered various options. Three alter-

natives were considered:

1. amalgamation of Forestry and Agricultural Sciences;
2. a reconfiguration involving Engineering, Agriculture and Forestry;
3. the creation of a new Faculty of Natural Resources.

The Committee agreed that the first proposal was too narrow to achieve the objective of enhancing and developing scholarship and teaching on natural resources and environmental studies at UBC. Each of the other proposals has attractive features. A majority of the committee is of the opinion that the third alternative provides the best chance of a vigorous, exciting expansion of this field of study at UBC. A substantial minority is of the opinion that a reconfiguration involving engineering is a more realistic approach to achieving such an expansion of teaching and research in this field.

Whatever the form of reorganization, it is apparent that it must involve Forestry and Agricultural Sciences. It is important to emphasize, however, that little by way of advancement of the field of study will be accomplished if all that happens is the combination of these two faculties into one. There must be a commitment to a broader expansion of the field, and ways must be found to including individuals and possibly whole units from other faculties in the new venture.

In thinking about a reconfiguration of studies in natural resources, several considerations must be kept in mind:

- the approach should be "comprehensive" and interdisciplinary. Without stifling teaching and research on natural resource and environmental issues in other departments and faculties, the new faculty should have a broad, interdisciplinary base, including elements from social sciences and humanities as well as sciences. The curriculum and research activities should include the analysis of issues of relevant values and social and private policy as well as issues of scientific interest.
- while not precluding significant revisions of existing programs in agricultural sciences and forestry (including the possibility that some programs might be shifted from undergraduate to graduate programs), there should be no lessening of the university's commitment to professional programs in forestry and agricultural sciences.
- co-operation must be obtained from many parts of the university, in some cases through the shifting of positions to the new faculty, in some cases through joint appointments, and in many cases through a willingness to assist in the development of teaching and research programs.

Process

A Senate committee is not the appropriate body to develop specific plans for the reconfiguration of the administrative structure for teaching and research in natural resources. That process requires a specialized task force under the direction of the Vice President Academic and Provost. That task force must consult widely and intensively to obtain sound advice and widespread co-operation. We urge that the task force consider both alternatives 2 and 3. Given the interest and enthusiasm that we have detected for these proposals, we think that the work of the task force can be completed relatively quickly. For this reason, we

Continued on next page



THE UNIVERSITY OF BRITISH COLUMBIA

FIRST REPORT OF THE AD HOC COMMITTEE ON UNIVERSITY ORGANIZATION

recommend that the Vice President Academic and Provost be asked to report to Senate on progress no later than January 1995.

Recommendations

The Committee recommends that:

10. Senate endorse the idea of a reconfiguration of some existing faculties and other academic units to create a new faculty with a mandate to develop and intensify the university's commitment to teaching and research relating to natural resources and the natural environment.
11. The Vice President Academic and Provost be asked to establish a task force to develop plans for the establishment of the new faculty. The task force should be asked to develop proposals for arrangements that will induce some relevant faculty members and academic units to transfer from other faculties to the new faculty, will encourage the active participation in the new faculty of relevant faculty members who prefer to retain their appointments in other faculties, and will encourage the cooperation of relevant academic units in other faculties.
12. The Vice President Academic and Provost be asked to submit a progress report to Senate on plans to establish a new faculty concerned with natural resources, no later than January 1995.

VII. GEOGRAPHY AND SOIL SCIENCES

One of the proposals that was given careful consideration by the committee is for a merger of the Departments of Geography (Faculty of Arts) and Soil Science (Faculty of Agricultural Sciences). Such a merger has strong support in both departments, and, considered on its own merits, appears to be academically justifiable and feasible, with appropriate budgetary arrangements. The Committee is sympathetic to the proposal. However, a reorganization of studies in natural resources could have a profound effect on the merits of the proposal.

The Committee recommends that:

13. The task force proposed in Recommendation 11 above be asked to consider the proposed merger of the departments of Geography and Soil Science in the context of their deliberations on the reconfiguration of teaching and research on natural resources.

VIII. ISSUES FOR FURTHER STUDY

Several important issues remain on the Committee's list of issues to be studied. In accordance with the Committee's usual procedures, we do not wish to reveal those issues until preliminary consultations have occurred through the administrators responsible for the affected units. On one issue such consultations have occurred. The Committee has under active consideration a proposal to bring together in one faculty academic units in diverse parts of the university that have a common interest in health care. We anticipate making a report on our deliberations and conclusions in the fall of 1994.

Summary of Recommendations

The Committee recommends that:
With respect to department size:

1. Senate establish a minimum size for departments, schools and divisions

that have department-like responsibilities.

2. The minimum size for departments, schools and divisions be 15 full-time faculty members in the department.
3. Deans be asked to arrange for consolidations of relevant departments, schools and divisions to conform with the minimum size and to report regularly to the Vice President Academic and Provost on progress. The Vice President Academic and Provost be asked to report to Senate on the results of these reconfigurations by December 1995.
4. Exceptions to the minimum size should be rare, be permitted only on the basis of special circumstances which must be made explicit.
5. All exceptions to the minimum size approved by the Vice President Academic and Provost, be reported to Senate.
6. Provisions for administrative stipends and administrative leave for department heads be graduated depending on department size.

With respect to University and Senate procedures:

7. The Senate Curriculum Committee be instructed to study the process of curriculum revision and to bring recommendations to the Senate not later than November 1994 for the simplification of the process.
8. As guidelines, the Senate Curriculum Committee be invited to:

a. Establish a broad category of minor changes that can be made by departments, schools or non-departmentalized faculties without further consultation except notification of the appropriate curriculum review officer (who might be the chair of the Senate Curriculum Committee), who will be responsible for ensuring that the change is indeed "minor" and that no other academic program is likely to be adversely affected. This category might include, at a minimum, changes in course numbers, course names, prerequisite requirements and editorial changes in course descriptions.

b. Establish a narrow category of major changes that require consultation and full review by faculties and the Senate. This category might include new programs, new courses, deletion of courses and changes that affect requirements for student programs in other departments.

c. Consider the possibility that proposals for major changes in graduate courses and programs go directly to the Faculty of Graduate Studies from departments, schools and non-departmentalized faculties for full review before being sent to Senate for review and approval.

9. Senate ask the President to review the constitution of the Senior Appointments Committee, with a view to removing deans from that committee and with a view to strengthening its ability to represent high university-wide standards of excellence and objectivity.

With respect to teaching and research in natural resources:

- *10. Senate endorse the idea of a reconfiguration of some existing faculties and other academic units to create a new faculty with a mandate to develop and intensify

the university's commitment to teaching and research relating to natural resources and the natural environment.

- *11. The Vice President Academic and Provost be asked to establish a task force to develop plans for the establishment of the new faculty. The task force should be asked to develop proposals for arrangements that will induce some relevant faculty members and academic units to transfer from other faculties to the new faculty, will encourage the active participation in the new faculty of relevant faculty members who prefer to retain their appointments in other faculties, and will encourage the cooperation of relevant academic units in other faculties.
- *12. The Vice President Academic and Provost be asked to submit a progress report to Senate on plans to establish a new faculty concerned with natural resources, no later than January 1995.

13. The task force proposed in Recommendation 11 above be asked to consider the proposed merger of the departments of Geography and

Soil Science in the context of their deliberations on the reconfiguration of teaching and research on natural resources."

N.B. * Recommendations 10, 11 and 12 were amended as follows:

That recommendation 10 be amended to read: That Senate endorse the idea of a reconfiguration of some existing faculties and other academic units to develop and intensify the university's commitment to teaching and research relating to natural resources and the natural environment.

That recommendation 11 be amended to read: That the Vice President Academic and Provost be asked to establish a task force to develop plans for the achievement of this end.

That recommendation 12 be amended to read: The Vice President Academic and Provost be asked to submit a progress report to Senate no later than January 1995.

NOTE: The appendix, *Guidelines for the Establishment of A Faculty*, has been omitted. Please contact Fran Medley at 822-2951 for further information.

The following is a draft document that will be debated in Senate and, if approved, in this or a modified version, will become the basis for curriculum development and reform at UBC over time. The document was to have been published with the Current Campus Concerns supplement to UBC Reports in June but was omitted.

DESIRABLE CHARACTERISTICS OF A UBC GRADUATE

A UBC graduate should:

1. have a critical appreciation of the different ways in which we gain knowledge and understanding of the physical world, of society and of individuals;
2. be knowledgeable of Canadian culture and the issues and problems of our times;
3. have knowledge of other cultures and other times, and sensitivity to communication across cultures;
4. have achieved depth of knowledge in at least one field of study including experience with the relevant methods of generating new knowledge;
5. be able to write and speak clearly and effectively, in English;
6. have an ability to both search out and apply knowledge creatively and effectively to problem solving in the workplace and related work and volunteer activities;
7. have an ability to think critically and to make rational judgments in the face of contradictory evidence;
8. have some understanding of and experience in thinking about moral and ethical problems, and have developed a personal ethical framework;
9. have an ability to recognize gender bias and be sensitive to issues of gender stereotyping;
10. have an ability and inclination for lifelong learning;
11. be able to recognize excellence and understand the value of striving to achieve it in all endeavours;
12. have a sense of responsibility personally and to the community.



UBC In Ottawa

UBC alumnus and Supreme Court Justice Frank Iacobucci, right, and his wife Nancy were among the 141 UBC alumni who met with UBC President David Strangway, left, at a UBC alumni reception in Ottawa's Chateau Laurier, June 1. Other UBC alumni present included members of parliament from the Reform, Liberal and New Democratic parties.

Graduate college named for Shanghai university

by Abe Heffer

Staff writer

The UBC Board of Governors has approved the facility design program and site location for St. John's College, a residential graduate college that will accommodate 100 graduate students and senior scholars.

Detailed design is expected to begin immediately after the appointment of project architects in July, said Tim Miner, director, UBC Campus Planning and

Development.

"Construction is scheduled to begin in early 1996 with a tentative June 1997 completion date," Miner said.

St. John's College, which will be located at Lower Mall and University Boulevard, will house an international community of scholars and will follow a similar model to that established for Green College at UBC.

"St. John's College will sustain the memory and enhance the reputation of St. John's Uni-

versity, which operated in Shanghai until about 1950, while, at the same time, enriching the UBC campus," said John Grace, dean of the Faculty of Graduate Studies.

"It will complement UBC's proposed Liu Centre for International Studies, sharing facilities and encouraging cross-participation," said Grace.

St. John's College will be designed using Power Smart principles to reduce energy consumption.

Rare trees spruce up arboretum

by Gavin Wilson

Staff writer

UBC's old arboretum has been upgraded with 20 rare and unusual trees planted at the initiative of Plant Operations.

The mix of coniferous and deciduous trees will augment the existing trees in the old arboretum, which is located around the First Nations Longhouse and Ponderosa annexes.

"It's a public space that deserved some special attention. It's going to be a very popular spot," said Mike Hanson of Plant Operations.

Campus gardeners have also finished landscaping the First Nations Longhouse with native plant species, removed pavement in the area and added a layer of topsoil.

Lights are scattered among the arboretum trees as part of a pilot lighting project along Agricultural Road.

"When you remember that this site was recently a parking lot, there's no comparison," Hanson said.

Planting was done at minimal cost by Plant Operations' head gardener Kreso Pavlovich and his crew. They took the mature trees from those al-

ready existing in the Plant Operations nursery. Name tags for each tree, showing their common and Latin names, will be put in place.

The trees include a snake bark maple, upright English oak, columnar Japanese cherry, Persian Parrotia, European ash, European white birch and weeping willow-leafed pear.

"We feel that it has been a successful union of architecture and urban design with the landscape."

- Michael Howell

They will be among the first to be listed on a new computer database being compiled by Campus Planning and Development that has information on all special and commemorative trees on campus.

The arboretum was established by John Davidson, first director of UBC's Botanical Garden. Its trees, all non-native to

the area and many of them rare, are used as teaching tools for geography, botany, forestry, landscape architecture and other programs.

The arboretum once covered a larger site and had more trees, but many were removed or fell victim to disease over the years. One estimate puts the number of surviving trees, before the most recent planting, at 88.

The First Nations Longhouse was moved slightly from its original site to reduce impact on the arboretum when it was built in 1992.

"This is a superb demonstration that a building can be situated without excessive tree removal," said Michael Howell, a design assistant with Campus Planning and Development.

"It's a credit to the people who fought for the trees in the arboretum," he said. "It would have been preferable if no trees were removed when the longhouse was built. But now with the introduction of the new trees the arboretum has a net increase in the trees that you will find there."

"We feel that it has been a successful union of architecture and urban design with the landscape," Howell said.

Classified

The classified advertising rate is \$15 for 35 words or less. Each additional word is 50 cents. Rate includes GST. Ads must be submitted in writing 10 days before publication date to the UBC Community Relations Office, 207-6328 Memorial Road, Vancouver, B.C., V6T 1Z2, accompanied by payment in cash, cheque (made out to UBC Reports) or internal requisition. Advertising enquiries: 822-3131.

The deadline for the August 11, 1994 issue of UBC Reports is noon, August 2.



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Just walking the dog....



...even a little regular physical activity makes a healthy difference.

People

by staff writers

UBC Pediatrics Prof. **Dr. Kwadwo Ohene Asante** has been recognized as a Friend of the University and of Northern British Columbia by the University of Northern British Columbia (UNBC).

Asante received his undergraduate degree from UBC and his MD from the University of Glasgow before returning to Canada for his internship and pediatric training. He spent the next 20 years of his career as a practising pediatrician in Terrace, B.C.

The moving force behind the establishment of child development clinics in Terrace, Kitimat and Whitehorse, Asante was cited for his substantial contributions to the educational, social and economic development of the North. He is also credited as one of the first pediatricians to study and publish on Fetal Alcohol Syndrome in the mid-1970s.

Asante was presented with a certificate of recognition at UNBC's first convocation ceremony held May 14 in Prince George.

•••••

Cardiologist **Dr. Akbar Lalani** has been appointed to administer UBC's Peter Wall Endowment.

Wall, a Vancouver-based financier and philanthropist, bestowed a \$15-million gift to the university in 1991 through the World of Opportunity fund-raising campaign.

Believed to be the largest gift given to a university by an individual in Canadian history, the endowment will be used to assist the research efforts of UBC faculty members.

Lalani, who also serves as a board member of the B.C. Cardiac Society and as a trustee of Pearson College of the Pacific in Victoria, joins UBC President David Strangway and former UBC Chancellor Leslie Peterson on the board of the Peter Wall Endowment.



Lalani

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Faculty of Law Dean **Lynn Smith** was ranked among Canada's 20 most powerful legal eagles in the April issue of Canadian Lawyer magazine. Smith, who joined the Faculty of Law as an associate professor in 1971, was appointed to a six-year term as dean in 1991. She was appointed Queen's Counsel the following year.



Smith

A former chair of the National Canadian Bar Association Committee on Equality Rights and president of the Women's Legal Education Action Fund, Smith's major scholarly work has been in the areas of equality and human rights, civil litigation and evidence.

Other law deans to make the list were Robert Sharpe of the University of Toronto and Yves-Marie Morissette of McGill University. The only other B.C. lawyer cited was Maureen Maloney, the province's deputy attorney general.

The list, which also includes former Prime Minister Pierre Trudeau and Ovide Mercredi, leader of the Assembly of First Nations, was compiled by Jerry

Levitani, a Toronto lawyer, actor and writer.

Political credibility with governments and impact on a major specialty of law were among the criteria Levitan used in making his selections.

•••••

Dual honours were recently conferred on **Catherine Backman**, acting director of UBC's School of Rehabilitation Sciences.

Backman has received the 1993 Karen Goldenberg Award for Outstanding Volunteer Achievement from the Canadian Occupational Therapy Foundation and the Outstanding Occupational Therapist Award for 1994 from the British Columbia Society of Occupational Therapists.

Backman, a registered occupational therapist, graduated with a BSc in Rehabilitation from UBC in 1981 and received an MS from the University of Washington at Seattle in 1987. She joined UBC as a full-time instructor in the school that same year. Her areas of special interest include arthritis rehabilitation.

She has been involved as a volunteer and board member with Big Sisters of B.C., Lower Mainland, for the past eight years.

•••••

Violinist **Andrew Dawes**, a professor in the School of Music, has won the Jean A. Chalmers National Music Award for outstanding contribution to Canadian musical creativity.

Dawes, a winner of three Juno Awards and one of the founders of the Orford String Quartet, was cited for his excellent musicianship and his exceptional work with young string players.

Originally created in 1973 by the Chalmers family to honour artists in theatre and dance, the Chalmers Awards were expanded in 1992 to recognize achievement in music, crafts and visual arts.

The Chalmers Awards are funded through an endowment from the Chalmers family and held in trust by the Ontario Arts Council Foundation.



Dawes

•••••

Michael Isaacson, professor and head of the Dept. of Civil Engineering, and **Sundar Prasad**, a graduate student in Civil Engineering, have won the Best Paper Award for papers presented at the International Conference on Offshore and Polar Engineering held in Singapore last year.

The paper, Wave Slamming on a Horizontal Circular Cylinder, is the subject of Prasad's doctoral research, which he is conducting under Isaacson's supervision.

The award was given by the International Society of Offshore and Polar Engineers and was presented during the society's recent annual conference in Osaka, Japan.

Study reveals new risk group

International effort behind new test for Huntington's disease

Researchers under the co-ordination of UBC's Dr. Michael Hayden have developed a definitive test for Huntington's disease and in the process may have discovered a previously unknown group in the general population who may be at increased risk of developing this deadly illness.

"We have shown that a single molecular mechanism underlies Huntington's worldwide," said Hayden, a professor of Medical Genetics and director of the Canadian Genetic Diseases Network headquartered on campus.

Hayden said that while the gene that causes Huntington's, an inherited illness, was discovered about a year ago, there was still a question at that time of whether this gene "was solely responsible for the worldwide distribution of Huntington's."

Huntington's disease is found in all populations, but with varying frequencies. In people of Western European descent, for example, it occurs in about one in 10,000, but in people of Japanese, Finnish and black African descent it occurs in about one in 100,000, or 10 times less frequently.

DNA samples from 1,007 Huntington's patients from 43 different countries were studied to find out if there were similar genetic causes of Huntington's disease in all ethnic groups.

The discovery of a single cause allowed researchers to develop a cheap, reliable test to accurately determine those at risk of developing Huntington's.

"We also found that there may be a small proportion of the population that may be at risk that we previously did not know about," Hayden said. "About three per cent of all our cases did not have a family history of Huntington's, and we now have a general understanding of how this can arise."

He explained that these genetic mutations have been found to occur only in offspring of males who are usually over 30 years of age when they have had children who eventually develop the disease. The implications of this finding may be relevant for those planning a family.

"If someone has less chance of having a child who develops Huntington's disease if they have a child before the age of 30, this may have an influence on family planning," Hayden said.

He cautioned that he was not advocating general testing for Huntington's, "but there may be a way to detect those individuals who are more at risk and ad-

ditional studies need to be undertaken." Hayden highlighted the international co-operation among scientists that resulted in the study, which was published recently as the lead article in the New England Journal of Medicine. The DNA samples were collected over a 10-year period and sent to Hayden's laboratory at UBC.

"In the early stages, we didn't have a definite plan for their use, but we did think that down the road the samples would be useful. To some extent it was instinct and to some extent it was the commitment to collect as much available data as possible. It has resulted in the 'united nations' of DNA samples residing in a laboratory at UBC," he said. He called it among the best collection of DNA samples for this disease that is available for research and collaboration.

Those affected by Huntington's, usually in mid-life, are afflicted with involuntary movement disorders, personality disturbance and cognitive decline. Patients undergo profound personality changes and become progressively demented and debilitated, unable to speak or eat.

"We have shown that a single molecular mechanism underlies Huntington's worldwide."

- Michael Hayden

Sleep disorders clinic consolidated at UBC

by Connie Filletti

Staff writer

A new, multidisciplinary clinic and six-bed laboratory have been added to UBC's Sleep Disorders Program.

Previously operating as two separate clinics, the program received funding from B.C.'s Ministry of Health in 1993 to consolidate the clinics' resources and open a combined facility under the co-direction of Dr. John Fleetham, a professor of Medicine and Dr. Jonathan Fleming, an associate professor of Psychiatry.

Located on campus at the Koerner Pavilion of the Vancouver Hospital and Health Sciences Centre, the clinic can provide assessment and treatment for 70 different sleep disorders including sleep apnea, the periodic cessation of breathing during sleep.

More common conditions such as insomnia and sleepwalking are also treated. Thirty per cent of the population experiences disturbed sleep, Fleming said.

"With our resources consolidated in one location, we are able to see more patients and increase our efficiency in taking care of their needs," he added.

As the primary referral centre for people with sleep disorders in B.C., the clinics recorded over 3,000 patient visits in 1993.

Fleetham believes that the recent enhancements have strengthened the quality of the teaching and research components of the Sleep Disorders Program. More than 1,500 sleep studies were performed at the clinic last year.

Funding for the Sleep Disorders Program's research activities is provided, in part, by the federal government's National Centres of Excellence program.

Profile



Abe Heffer photo

UBC Child Care employee Rosalie Janowicz has dedicated her professional life to Early Childhood Education. After 15 years of looking after young children, she finds she's still learning on the job.

Caring for kids a lesson in learning

by Abe Heffer

Staff writer

Some soothing words of wisdom to those of you with precocious toddlers on your hands: the terrible twos aren't that terrible.

Rosalie Janowicz should know.

Janowicz has spent the better part of the last 15 years as a UBC Child Care employee. She now spends more time at home with her own children after seven years of full-time employment at the university. But she continues to dedicate her professional life to early childhood education (ECE), both as an instructor in Langara College's Infant Toddler Program, and as a UBC Child Care employee.

Janowicz has been job sharing with another mother/child-care worker for the past eight years at Discovery, one of four toddler centres and one of a dozen day-care centres in the UBC child care system.

From 8 a.m. to 5 p.m., Discovery is home to 12 toddlers between the ages of 18 months and three years, an age group that Janowicz has been involved with throughout her ECE career. She calls it a rewarding, inspirational experience.

"I'm inspired by both the children and the other four care-givers who share the joys and challenges of working at Discovery," says Janowicz.

"Although our program may look to some like just hours of unstructured playtime, the toddlers are constantly

learning in an interactive environment. They learn through play."

The principles of toddler care have come a long way since Janowicz first became involved with child care in June 1980. Child-care givers are

learning more about toddlers all the time, and as a result, there's a tremendous amount of research available to base philosophy and programs on, said Janowicz.

"We've learned that the terrible twos explore and check out their world in ways that some adults might consider mischievous, because that's how they learn and discover.

"Years ago it was thought that the adult was the one who always taught the child. Really, it's the child who learns from his or her own intense curiosity and drive to discover."

Janowicz believes parent involvement is crucial to nurturing a healthy, happy relationship between parent, child, and child care worker. A five-day orientation offered by the UBC Child Care Centre is one way staff help ease the child and family into the day care. It offers the child a gradual entry into the program and helps the parents get

oriented as well.

"It's the start of a real partnership. If the parents are comfortable with the care their child receives, the child is more likely to feel comfortable, too.

Usually at the end of the five days, the kids are pretty keen."

The parents' involvement doesn't end after five days. Until three years ago, when the university took over the administration of child care services, the parents ran the program as a co-operative.

Today, parents still have a say in

how the child care services are run through a parents' council. In addition, they are encouraged to volunteer their services in a number of areas, as a way to enrich the centre's learning environment.

As a mother of a 17-month old, a five- and an eight-year-old, Janowicz can appreciate where these children are coming from.

"When I had my own children, I thought I knew almost all there was to know about raising children because of all my work experience. I thought it would be easy. Boy, was I wrong," she says with a self-effacing smile.

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"I must admit, though, that I've seen and experienced many different personalities and behaviours in my work. This helps me get through the tough times, both at home and at the daycare, because I've come across most of it before."

One of the challenges that Janowicz faces comes between 12:30 and 1:30 pm when the children are put down for a nap. Sounds easy enough, as Janowicz herself admits it offers a rare opportunity to unwind. However, there's the matter of "cry time" which can sometimes precede the arrival of Mr. Sandman.

"Hearing the kids cry at nap time still affects me," Janowicz admits. "However, children have to express themselves and it's not always our role to distract them to stop their tears. It's another way they communicate, and all their emotions are valid and necessary. But we make sure we make the time for cuddles and chats about feelings."

It's 1:00 pm when she utters these words. Nap time. Thanks to an intercom system set up behind closed doors, she can hear the bubbling, gurgling and squealing noises that only 12 toddlers can make as they fall asleep.

One gets the impression that Rosalie Janowicz, who has dedicated most of her working life to child care, can recognize and interpret each and every one of these bubbles, gurgles and squeals.