

COUNCIL TO MEET AT UBC JAN. 27

The Universities Council, the 11-member body established under the new *Universities Act* to serve as an intermediary between the provincial government and the universities of B.C., will hold a public meeting on the UBC campus on Monday, Jan. 27.

The meeting, to be held at 2:30 p.m. in Lecture Hall No. 2 of the UBC Instructional Resources Centre, will be one of the first public events staged by the Council since it was established late in 1974.

The new Act specifies that the Council will try to hold its meetings in public in various parts of the province, and that it will encourage members of the public to express their views and concerns about university matters.

The Council's chairman, Prof. William Armstrong, former deputy president of UBC, will open the meeting with preliminary comments on the history of the development of the Council and the work of the Committee on University Governance, which made recommendations to the provincial government on changes in the *Universities Act*.

Prof. Armstrong said he hoped the meeting, which is open to all members of the University community as well as the general public, would provide those attending with a comprehensive picture of the role of the Council in relation to the universities of B.C.

The Council has already undertaken a study of housing for students at B.C. universities. Prof. Armstrong said he hoped those attending the meeting would address the problem of student housing and other matters bearing on the role of the Council in the structure of higher education in B.C.

BRIEFS WELCOME

He said the Council would also welcome briefs on student housing or other matters at its headquarters - Suite 500, 805 West Broadway, Vancouver, B.C., V5Z 1K1.

Prof. Armstrong's appointment as chairman of the Council was announced by the Hon. Eileen Dailly, B.C.'s Minister of Education, early in September, 1974. The ten additional appointments to the Council were announced by Mrs. Dailly in October, 1974.

The Council's principal function is to co-ordinate the development and activities of the universities, and

to serve as an intermediary between the universities and the provincial government in financial matters.

The universities now submit their requests for operating and capital grants to the Council, rather than directly to the Minister of Education. The Council reviews and co-ordinates the budget requests, then transmits them to the minister along with its own recommendations on the amount of money to be provided.

The Council will divide the total amount of money provided by the government and distribute it to the universities.

Since assuming office on Oct. 15, 1974, the Council has received and reviewed requests for capital and operating grants for the fiscal year 1975-76 from B.C.'s three public universities. Recommendations from the Council, based on an analysis of these requests, have been forwarded to the Department of Education.

The Council has the authority to demand from the universities short- and long-term plans for their academic development. It has the power to approve the establishment of new Faculties and degree programs and to require the universities to consult with each other to minimize unnecessary duplication of pro-

grams. And it has the power to establish evaluation procedures for all academic divisions of the universities.

The Council also has the power to establish joint committees with the universities. Four such committees are identified in the Act: committees on business affairs; program co-ordination; graduate studies and research; and capital planning and development.

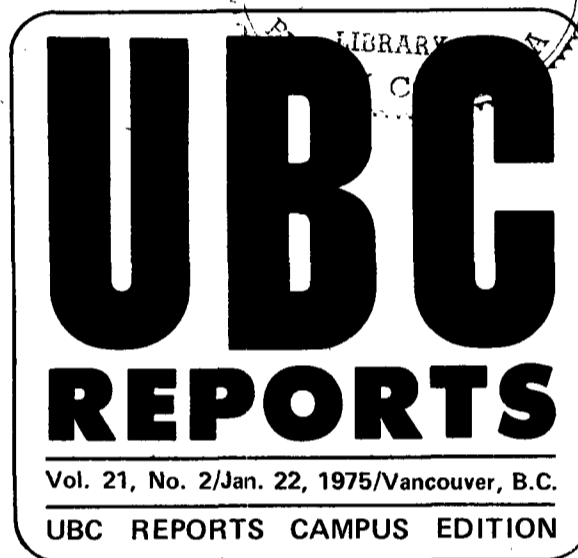
Certain safeguards of university autonomy are built into the new Act. For instance, although the Council will allocate capital and operating grants to the universities, it cannot require them to use these monies for any particular aspect of their operations.

In addition, the Council is specifically constrained from interfering in the universities' rights to formulate their own academic standards and policies, to establish their own standards for admission and graduation, and to select their own staff.

COUNCIL MEMBERS

In addition to Prof. Armstrong, members of the Universities Council are:

- Dr. Donald MacLaurin, former University of Victoria vice-president;
- Mr. Bob Schlosser, an official of the International Woodworkers of America;
- Dr. Frances Forrest-Richards, a Victoria psychiatrist;
- Ms. Dorothy Fraser, a writer and Okanagan College lecturer;
- Mrs. Betty McLurg, a former Cariboo College Council chairman;
- Mr. Alex Hart, Q.C., a former Canadian National Railway vice-president;
- Mrs. Rita MacDonald, a member of the provincial Royal Commission on Family and Children's Law;
- Mr. Bernard Gillie, a member of the University of Victoria Senate;
- Mr. Franklin E. Walden, a former president of the UBC Alumni Association; and
- Mr. Ran Harding, a former New Democratic Party member of the B.C. Legislature and the federal Parliament.



Record Number Enrol

UBC has the highest enrolment in its history in the 1974-75 Winter Session.

Total daytime enrolment this session is 22,035 students.

The total for the 1973-74 Winter Session was 20,100.

However, these figures are not strictly comparable. This year, for the first time, UBC's official enrolment total includes medical residents - medical-school graduates who are completing their specialty training in Vancouver hospitals under UBC auspices. In previous years residents were not registered as UBC students and therefore did not appear in the official Dec. 1 enrolment head-counts.

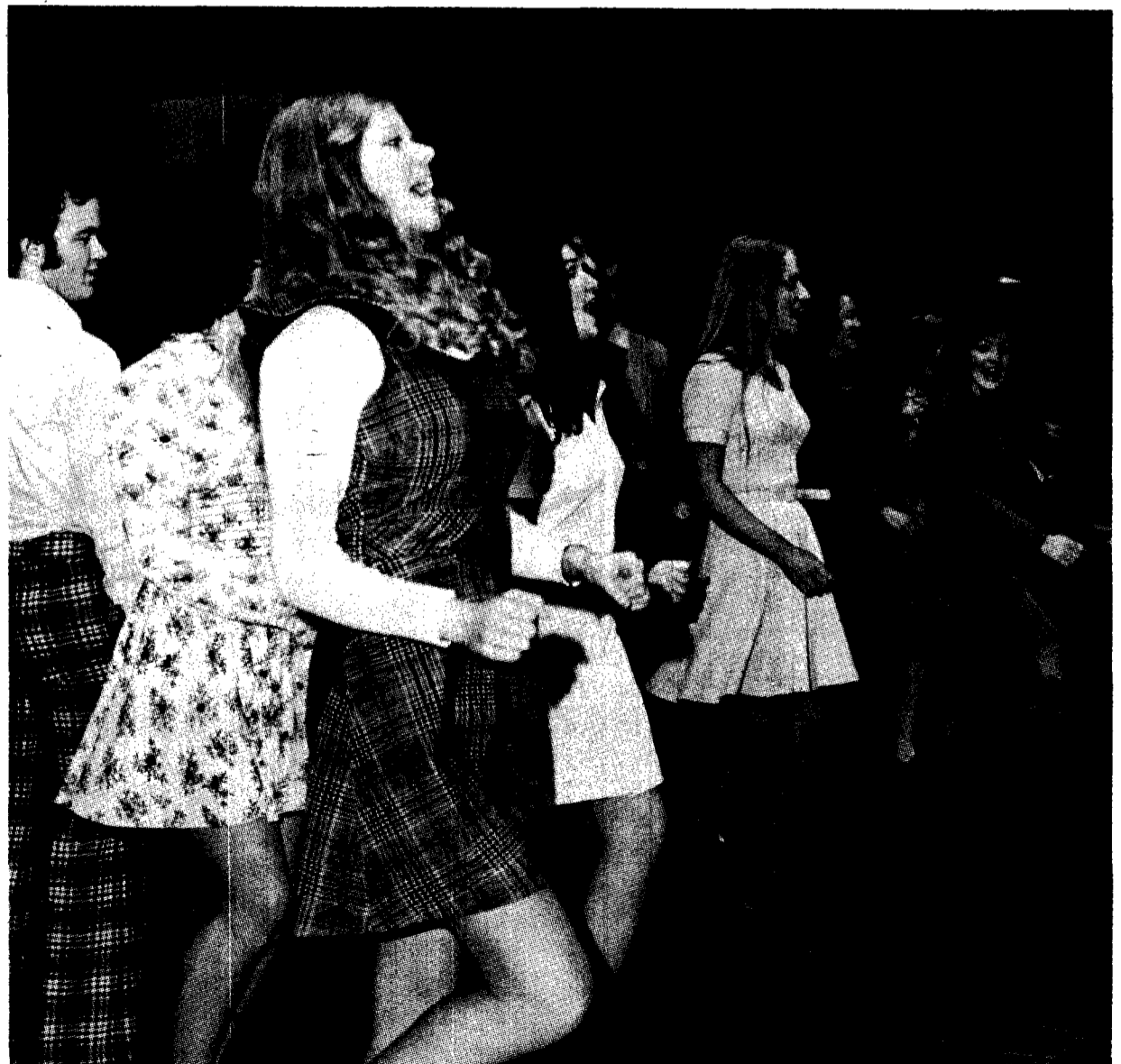
Subtracting the current crop of 292 residents from the 1974-75 figure of 22,035 leaves a total of 21,743 students. This total, which is comparable with 1973-74's 20,100 shows an increase on 1,643 students or 8.2 per cent.

The 21,743 figure also shows an increase of 807 students, or 3.8 per cent, over the previous peak total of 20,936 in 1970-71. In that year, at UBC as at many other universities, the enrolment increases of the 1960s seemed to have ended, and registration dropped in each of the next two years. But last year the trend reversed itself, and this year has surpassed previous high levels.

The 1974-75 totals include both full-time and part-time daytime students, but do not include 1,150 students taking night credit courses at UBC or 551 students taking correspondence courses for credit

Please turn to Page Four

See ENROLMENT



MUSSOC HOOFERS give visiting members of B.C.'s Legislature a preview of forthcoming Mussoc production of "George M," life story of George M.Cohan, which opens in the campus Old Auditorium on Jan. 29. Students entertained the visiting MLAs in the party

room of the Student Union Building following luncheon on Jan. 15. Tickets for the 2½-hour student production, which continues until Feb. 8, are available at the Vancouver Ticket Centre (693-3255) and at Eaton's stores. Picture by Jim Banham.

OVERVIEW OF TEACHING EVALUATION

The report of an Ad Hoc Committee on the Evaluation of Teaching at UBC was presented to Senate at its Dec. 18, 1974, meeting by the committee's chairman, Prof. Roy Daniells, University Professor of English Language and Literature. The report, an overview of the steps taken by UBC faculties to evaluate teaching, is reproduced in its entirety below. The two recommendations made by the committee at the end of the report were approved by Senate.

To distinguish good teaching from bad has been for mankind a long-term endeavor, an endeavor attended with limited success, in spite of elaborate inquisitions, careful assessments and remedial measures that have included burning at the stake.

Canadian universities, with one accord, make attempts to monitor teaching and determine its effectiveness. What students think of a teacher, how well they do under his guidance, what his peers think of him and what the administrative or supervisory staff think: these turn out to be not quite the same thing. There is even a lack of agreement between graduate and undergraduate students.

A single frame of reference within which to judge teaching performance is probably unattainable. Skills or qualities of character useful in one field or at one level may be valueless or even detrimental somewhere else. Self-rating is not the balancing factor one might expect it to be. Hoped-for correlations, such as that between teaching ability and ability in research, are frequently not substantiated. The conclusion emerges that teaching performance is not a unitary phenomenon and that some of its components, such as creative imagination, defy measurement.

Research and general observation suggest that the definition of what is to be measured as teaching should, if possible, be reached by a joint effort of students and staff. That criteria may be found to vary from course to course. That there may be a difference between the value of a course as immediately perceived, on the one hand, and, on the other, its long-term benefits. That the teaching effectiveness of a staff member and the sum of his services to the University may deserve differentiation. Such obiter dicta are numerous.

★ ★ ★
The replies received from faculties and schools on this campus, in response to our questionnaires and other enquiries, have been generous, informative and significant. They resist tabulation; each system of evaluation is sui generis, there is no central committee to shape policy or control method. Assessment of teaching has been instituted earlier in some faculties than in others. Variety in kinds of teaching leaps to the eye in any survey; e.g., in some schools or faculties, teaching is strongly influenced by vocational concerns; in others there is a deliberate attempt to widen the horizons of students by developing a multiplicity of interest.

While not incompatible or entirely incomparable, systems of assessment used by the various faculties are generally incommensurable. The Faculty of Arts,

because of its size and variety of disciplines, provides, if not a norm, a useful point of reference.

★ ★ ★
In the Arts faculty almost all departments employ questionnaires which they have individually chosen or developed. These are variously administered to classes. The degree of student participation has been by no means uniform. Completed questionnaires are interpreted by the head of the department or by a committee appointed for that purpose. Classroom inspection is very common; visits tend to be made toward the end of the academic year.

Opinion in Arts is, on a good many matters, divided. Although polls seem to show that most departments favor the use of a common questionnaire for all classes in the faculty (supplemented by local departmental questionnaires if such are desired) a common set of questions based on agreed psychometric standards has not been adopted. Classroom inspection is in some departments not favored, because of faculty hostility. There are staff members who would like more frequent, open and objective evaluation and rating. They are, however, a minority, at the opposite pole from those who dislike formal evaluation on principle.

In some departments more than one instructor may be involved in a set of lectures. A second or third instructor may deliver a proportion of the lectures or simply attend in order to conduct subsequent seminars with the students involved. In these circumstances, mutual assessment of teaching occurs naturally.

Many departments in the Arts faculty organize colloquia, in which staff members give papers exposing their research. Some departments value these colloquia highly as an aid to the evaluation of staff. Another common and useful type of gathering is the conference for the planning of curricula and departmental strategy in general. Here, too, is a valid source of information concerning the initiative and expertise of individuals.

The opinions of an instructors' colleagues are seldom systematically sought. The head may, of course, solicit opinion for particular purposes. In committees assigning work, estimates of an individual's effectiveness are commonly offered. It is not unknown for a staff member to send in, unasked, a laudatory estimate of a colleague's teaching.

The question is sometimes asked whether specialists in a staff member's field of research or specialists in teaching methods are asked for opinions of his work. From the first group letters are sometimes sought when, say, promotion is under discussion. From the second group opinion is seldom solicited.

Some sources of opinion are valuable in special circumstances; e.g., the opinion of alumni. The opinion of previous employers has, of course, a unique value in the instance of new appointments. The Master Teacher Award committee affords an indirect assessment of teaching ability: the winning of an award, a certificate or a place on the short list is a clear indication of merit.

'Some Components of Teaching, Such as Creative Imagination, Defy Measurement'

★ ★ ★
Various forms of self-evaluation inevitably appear. Some Arts departments invite a staff member who is being considered for a particular task or advancement to submit his own estimate of his potential. In other contexts, the invitation of a colleague to visit one's class may be taken as a form of self-assessment.

The grapevine, although it cannot be certified as representative, may yield candid and useful comment. It will identify such failings as consistent late arrival or non-arrival, unwillingness to return essays or inability to maintain attendance.

In any discussion of teaching evaluation, time must be taken to recognize a small but persistent vein of objection to the whole concept. There are staff members who regard academic teaching as a communion of minds,

to be judged by its ultimate benefits, which may for the time being remain hidden. A brisk assessment of their visible procedures and the compiling of immediate tangible scores offends their sense of the innate values of teaching.

'There Is No Need To Alert the University to the Responsibilities of Teacher Evaluation'

One side effect of teaching evaluation deserves mention. There have been some revisions of the syllabus itself as a result of student comment upon those teaching it. It remains true, however, that the chief practical benefit of evaluation centres upon the individual instructor — how his talents may best be deployed, how he may be rewarded for good work, how he may recognize his limitations and enhance his virtues.

Alteration in teaching, as a result of evaluations, is seldom an overnight occurrence. In practice, departments hope that the next time round will reveal that improvement has taken place or that it has been found feasible to transfer an instructor to a course where his strengths are best displayed.

The size of a department is clearly a decisive factor in some kinds of organized effort to improve teaching. In one large Arts department, prospective teaching assistants are attached to individual faculty members and receive supervision, coaching in methods and help generally. For the most part, the larger the department, the more formal the procedure. In a small department, the head may find he can drop in and listen to a lecture without hesitation; in one of the larger departments, there is an agreed procedure by which three colleagues of the inspected member visit him three times each in each of three successive years, giving a total of 27 visits.

A question that finally lifts its head is whether evaluation, as now practised, is felt to be a success. Some Arts departments, among them certain large ones, are certain that their procedures do work, that results are useful and that the labor expended is not in vain. Furthermore, there is a widespread and well-founded confidence that teaching is steadily improving as staff members are encouraged to think of excellence as the product of an explicable and attainable professional skill rather than as a randomly bestowed birthright. The faculty has been fortunate in having a rather demanding student body, together with a dean whose professional interests serve the cause of teaching evaluation.

The Arts faculty furnishes a useful picture of general practice on this campus, in the field of teaching evaluation. Of great interest are a number of problems and achievements in other faculties.

★ ★ ★
In the Faculty of Agricultural Sciences considerable reliance is placed on questionnaires. It has been necessary to overcome a possible lack of anonymity in replies, as the computer cards were also used for personal comments on courses, in the handwriting of students, which some of them felt might be identified.

Visits to classrooms to audit lectures are used by some departments, but only in the case of junior members.

Doubts were at one time entertained as to the validity of student comment obtained by the questionnaire and the query arose, Do students evaluate most highly teachers from whom they by no means learn the most?

★ ★ ★
The Faculty of Applied Science has taken an initiative in the field of self-paced instruction. During the last academic year, an Electrical Engineering course with a large enrolment was divided into two sections. One was taught in a conventional manner; the other was provided with sets of problems which each student solved at his

Suedfeld Heads Club

Prof. Peter Suedfeld, head of UBC's Department of Psychology, was installed as president of the newly-formed Sigma Xi Club of the University of B.C. on Jan. 17.

Sigma Xi is a prestigious scientific research society, not to be confused with Sigma Chi, the social fraternity for students. Membership in Sigma Xi is limited to scientists of all disciplines who have productive research careers.

UBC will have "club" status for three years and then may become a full chapter of the society with the privilege of nominating its own members.

Speaker at the installation ceremony was Prof. D. Harold Copp, head of UBC's Department of Physiology, who delivered a lecture on the topic "Serendipity and Calcitonin."

Other members of the executive of the UBC club are: vice-president — Dr. Leon Krintz, head of the Department of Oral Biology; secretary-treasurer — Prof. I.D. Desai of the School of Home Economics; members — Prof. Stuart D. Cavers, Chemical Engineering; Dr. Afton H. Cayford, Mathematics; Prof. Janet R. Stein, Botany; and Prof. Copp.

Prof. Suedfeld said that the presence of a chapter of Sigma Xi on campus will be an honor to the University.

"It shows, first of all, that the University has a core of productive research scientists," Prof. Suedfeld said. "And it will enable us to nominate good graduate students to associate membership. If the students go on to do good scientific work, they can be nominated as full members.

"Membership in the society is an honor on any curriculum vitae."

Prof. Suedfeld said that faculty members and graduate students would have access to research funds under the society's control and to a scientific magazine that it publishes.

The University would also be able to receive Sigma Xi visiting lecturers. Nobel Prize winner Prof. George Wald and Dr. John Tuzo Wilson are among recent Sigma Xi lecturers who have visited UBC under other auspices.

There are several hundred chapters of Sigma Xi in the United States and eight in Canada.

VSO Here Feb. 6

Kazuyoshi Akiyama, conductor of the Vancouver Symphony Orchestra, has dedicated his 1975 concert on the UBC campus to acknowledge the United Nations' — sponsored International Women's Year which began in January.

Maestro Akiyama will be on the podium when the orchestra performs in the War Memorial Gymnasium on Thursday, Feb. 6, from 12:45 to 2:15 p.m.

Suitably, the opening work on the program will be by a woman — well-known Canadian composer Jean Coulthard. The composition, entitled *Canada Mosaic, Suite for Orchestra*, was commissioned by the Canadian Broadcasting Corporation specifically for the Vancouver Symphony's tour of China in 1974.

Mr. Robert Silverman, a member of the UBC Department of Music, will be guest artist with the orchestra and will perform the *Chopin Concerto No. 2 in F Minor, Opus 21*.

One of Canada's outstanding pianists, Mr. Silverman has been a frequent winner of major national and international competitions. He has performed on three continents in recitals and has been guest soloist with major symphony orchestras.

The closing work on the Feb. 6 program will be Edward Elgar's *Enigma Variations*.

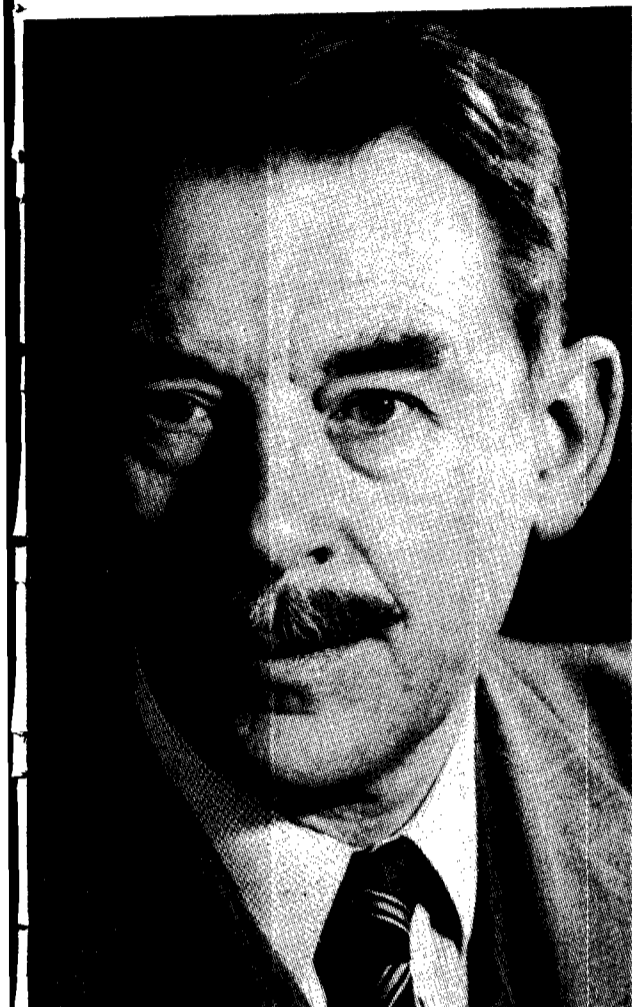
**UBC
REPORTS**

Vol. 21, No. 2 — Jan. 22, 1975. Published by the University of British Columbia and distributed free. UBC Reports appears on Wednesdays during the University's Winter Session. J.A. Banham, Editor. Louise Hoskin and Anne Shorter, Production Supervisors. Letters to the Editor should be sent to Information Services, Main Mall North Administration Building, UBC, 2075 Wesbrook Place, Vancouver, B.C. V6T 1W5.

own pace. A comparison between the two sections led to a comparative estimate of the two approaches and to some modification of the scheme.

The faculty strongly opposes any attempt to rank staff members on the basis of ratings computerized on a numerical basis. It is felt that even the level and kind of course taught by an individual would preclude accurate ranking. It is believed that techniques of evaluation seeking incommensurable qualities of teaching must also be employed.

★ ★ ★



PROF. ROY DANIELLS

The Faculty of Commerce employs a questionnaire of the Student Instructional Report form. The results are scored by the Educational Testing Service, Princeton, N.J. A 26-page booklet of instructions is issued to each professor involved.

Classroom inspection is not employed in any formal way, it being felt that entering a class without destroying its normal operation is indeed difficult.

There is evident a continuous modification of procedures; e.g., professors are being encouraged to structure questions that will reveal student reaction to each particular course and evoke comments that elude the generalized SIR form.

★ ★ ★

The Faculty of Dentistry has formally established a committee to take charge of teaching evaluation. It will report to the individual staff member assessed, to the head of the department and to the dean. It is now in process of evolving a questionnaire for the use of students.

★ ★ ★

The Faculty of Education is now in process of setting up two separate bodies, one to assess the teaching of members of staff so as to provide information bearing on tenure, promotion and the like, the other to render advice and assistance, as requested by any member of the faculty or head of department, with regard to the improvement of teaching practice.

★ ★ ★

The Faculty of Forestry employs classroom visits — by two staff members, each of whom attends the class twice — as a means of evaluating the teaching of any member of the faculty being considered for tenure or promotion.

It finds the evaluation of questionnaires professionally to be an expensive procedure, requiring budgeting, and it regards a campus-wide system of questionnaires as highly desirable.

A position is being established in the Faculty of Forestry for an individual with a special concern for accu-

rate and effective communication, both written and verbal.

★ ★ ★

The Faculty of Law hopes to establish a means of making available formal instruction with respect to teaching, particularly to new members. A staff member from the Faculty of Education rendered assistance but was unable to continue because of other demands. There is now informal discussion pointing toward the establishment of a seminar on teaching method in the Faculty of Law.

★ ★ ★

In the Faculty of Medicine, departments and sub-departments devise their own questionnaires, which students fill out. Pharmacology, Physiology and Anatomy employ the heroic method of visiting classes on a constant basis so that the entire course is audited.

Faculty members are deeply concerned and face problems peculiar to their type of discipline. Clinical subjects are taught in the hospital. A committee is wrestling with the problem of assessing the efficiency of such instruction.

★ ★ ★

The Faculty of Pharmaceutical Sciences has devised an exhaustive course evaluation form to obtain student opinion and modifies procedures regularly to ensure ever better approaches to the problem. Formal visits to classrooms are not made but there is agreement that any staff member may sit in on anyone else's class at will. This becomes essential in some courses, where joint teaching by different staff members requires correlation.

★ ★ ★

In the Faculty of Science, a questionnaire assessing teaching has had a faculty-wide trial run. The results are being analyzed and, in a revised form, the questionnaire will be presented to staff for approval of its use over a limited period, preparatory to a second analysis. This faculty-wide device is, of course, supplemented by questionnaires devised within departments.

Recommendations regarding the administration of the general questionnaire remain tabled; e.g., Who sees the results? What effect do they have on tenure and promotion? It seems likely that departments will continue to enjoy the large degree of autonomy in such decisions that they now possess.

There is apparent in the faculty a growing recognition of the value of questionnaires. Experimentation will continue into the foreseeable future; e.g., in view of the importance of laboratory work in the faculty, a special set of questionnaires has been suggested for lab courses.

★ ★ ★

A clear and simple conclusion emerges: that there is no need to alert faculties and schools to their responsibilities in the matter of teaching evaluation, nor is there any possibility of imposing upon them from without a common method of tackling the problem. What is required is some means of interchanging the experience and opinion of the various faculties and schools and the provision of a forum where instruction and discussion may be available to staff members who would find them useful.

We therefore recommend that the President's office establish a permanent committee, to include the representatives of faculties specially charged with the responsibility of evaluating teaching.

We further recommend that this committee set up a series of short courses, staffed by volunteers from the faculty at large approved by the committee, to be offered one or more each academic year, according to demand.

We suggest that the course beginning in September, 1975, devote itself to ways of assessing and improving lectures. This in view of the prominence of the lecture form of instruction in classes, especially those of the lower division.

A possible division of topics within such a course is as follows: 1. use of language (English); 2. use of voice (Theatre); 3. structure of knowledge (Philosophy); 4. nature of learning (Psychology); 5. methodology of science (Science faculty); 6. background of first-year students (Education faculty); 7. media and technology (various).

If such a course is offered, it will not be difficult to furnish a list of interested and equipped staff members from whom a choice of volunteer instructors could be made.

