UBC Archives Serial

UBC

The University of British Columbia
Vancouver, British Columbia
Volume 37, Number 19
October 31, 1991

Operating budget tops $310 million

By GAVIN WILSON

UBC's general purpose operating budget will top $310 million in 1991/92, figures released by the university show.

The balanced budget, outlined in a 124-page tabloid released last week to the campus community, includes a one-time expenditure to write off a deficit of $2.1 million accrued last year.

Salary increases account for virtually all of the growth in expenditures in this year's budget. Non-salary expenses will also be increased by four per cent.

UBC employees' total compensation will be limited to four per cent, phased in over the course of the year.

The university's income budget reflects a number of adjustments. From the provincial governnment, the universty received an increase in its base operating grant of 4.5 per cent.

Under the government's Access for All program, mutually agreed upon increases in undergrauate and graduate enrolment are funded at full average cost rates.

This year, the university received funding of $3.1 million for an additonal 177 graduate students, as well as $2.5 million to allow for funding of the previously unfunded undergraduate students.

In December, the Board of Governors approved a proposal to increase credit tuition fees in each of the next three years at the rate of 4.5 per cent, plus the annual increase in the Vancouver Consumer Price Index.

Of the 1991/92 total increase of 10 per cent, 7.5 per cent will be directed to operating expenses and 2.5 per cent to two newly designated funds: a teaching and learning enhancement fund and a supplemental financial aid fund.

"These increases represent a significant improvement in our financial situation from where we started this year," said Bruce Gellatly, vice-president, Administration and Finance.

Photo by Media Services

Wild Thing

Dean of Pharmaceutical Sciences John McNeill belts out his rendition of the 60s rock'n roll classic during a karaoke festival Oct. 17, held in aid of UBC's annual United Way campaign. McNeill, and several other campus crooners, helped raise $250 toward this year's goal of $280,000. Over 1,100 faculty and staff have donated more than $180,000 to date. Pledges to the campus United Way appeal are still being accepted.

Senate urges removal of administration fee

By GAVIN WILSON

UBC's Senate will ask the federal government to rescind the three per cent administrative fee on Canada Student Loans that was introduced this year.

Kelly Guggisberg, AMS director of external affairs, told Senate the "guarantee fee" on the federal portion of student loans hits hardest at those who need it most.

With the new fee, students who received the maximum loan of $7,140 — which is split evenly by the federal and provincial governments — must pay $107. Students pay the fee only on the federal portion of the loan.

About 7,000 UBC students depend on loans to help them cover the expenses of attending university.

Dan Worsley, assistant director of Awards and Financial Aid, said the new fee has been widely criticized by student financial aid offices across the country.

"It means that some students will be out $107 in living expenses for the year, and that's a couple of weeks of groceries. It is unfair," he said.

The fee was approved in August to help the federal government recoup losses on defaulted student loans.

Worsley said that if the federal government is concerned about the high rate of defaults, it should do a better job of educating students on the requirements of the Canada Student Loan program.

Inside

NOT JUST A MEAL TICKET: Ravindra Shah sees education as more than a ticket to job security. *Profile, page 3*

IMMIGRATION IN CANADA: UBC Assistant Professor Dan Hiebert examines the impact of Canadian immigration policies. *Forum, page 6*

GENERAL BA: The General BA program encourages benefits of interdisciplinary study. *Page 8*

Campus observes Remembrance Day

UBC will close on Monday, Nov. 11, in observance of Remembrance Day.

No classes will be held and the university's libraries will be closed.

The Subway cafeteria will be closed on Saturday, Nov. 9, in addition to Nov. 11 when all Food Services outlets on campus will close, with the exception of two residence dining rooms.

The Totem Park cafeteria will be serving an a la carte menu between 8 a.m. and 7 p.m., while the Place Vanier dining room will serve full meals, opening for breakfast between 8 - 11 a.m., lunch from 11 a.m. - 2:30 p.m. and for dinner from 4:30 - 7 p.m.

A Remembrance Day service, open to the public, will be held in the foyer of the War Memorial Gym on Nov. 11 at 10:45 a.m. Faculty of Arts Professor Ian Slater, author and managing editor of Pacific Affairs, will give the address. President David Strangway will read the scripture and music will be provided by the UBC Brass Quintet.

UBC ranked 7th in survey

By GAVIN WILSON

UBC is ranked as the best university for undergraduate arts and science students in Western Canada and seventh best in the nation in a survey conducted by Maclean's magazine.

In the same report, Canadian university presidents ranked UBC fourth best in the country.

Maclean's also ranked UBC number one in Canada for varsity sports, based on the 1990-91 results of national finals in men's and women's competitions.

UBC President David Strangway is one of six university presidents profiled in the 41-page special report in the magazine's Oct. 21 issue.

The main categories used in the ranking were students, faculty, financial resources and reputation, as they affected undergraduates in Arts and Science.

"It was an interesting process that was used. I hope that next time the data are collected from the universities by Maclean's on a more consistent basis. There were many inconsistencies in the statistical data," said Strangway.

Brain scanner one of a kind in North America

By CONNIE FILLETTI

A new $3-million brain scanner is the latest weapon being used by UBC scientists in the war against neurodegenerative diseases such as Parkinson's, Huntington's, Dystonia and Lou Gehrig's disease.

The positron emission tomography (PET) scanner — recently acquired by the UBC site of University Hospital —is the only one of its kind in North America.

It will allow medical researchers to measure, for the first time, the functioning of small, distinct areas in the human brain.

"The PET scanner develops images utilizing radiation emitted by the patient, who has been injected with a radioactive pharmaceutical that closely resembles a natural substance used by the body, such as glucose," explained Thomas Ruth, director of the UBC/TRIUMF PET program.

"The information is then fed into a computer to be reconstructed into a map or picture of the patient's brain where the radioactivity originated."

Ruth added that the scanner requires an even lower level of radiation than its predecessor, which was built at TRIUMF, and used in brain research at UBC since 1983.

Patients would be exposed to radiation levels comparable to, or less than, those from other medical procedures such as having an X-ray, he said.

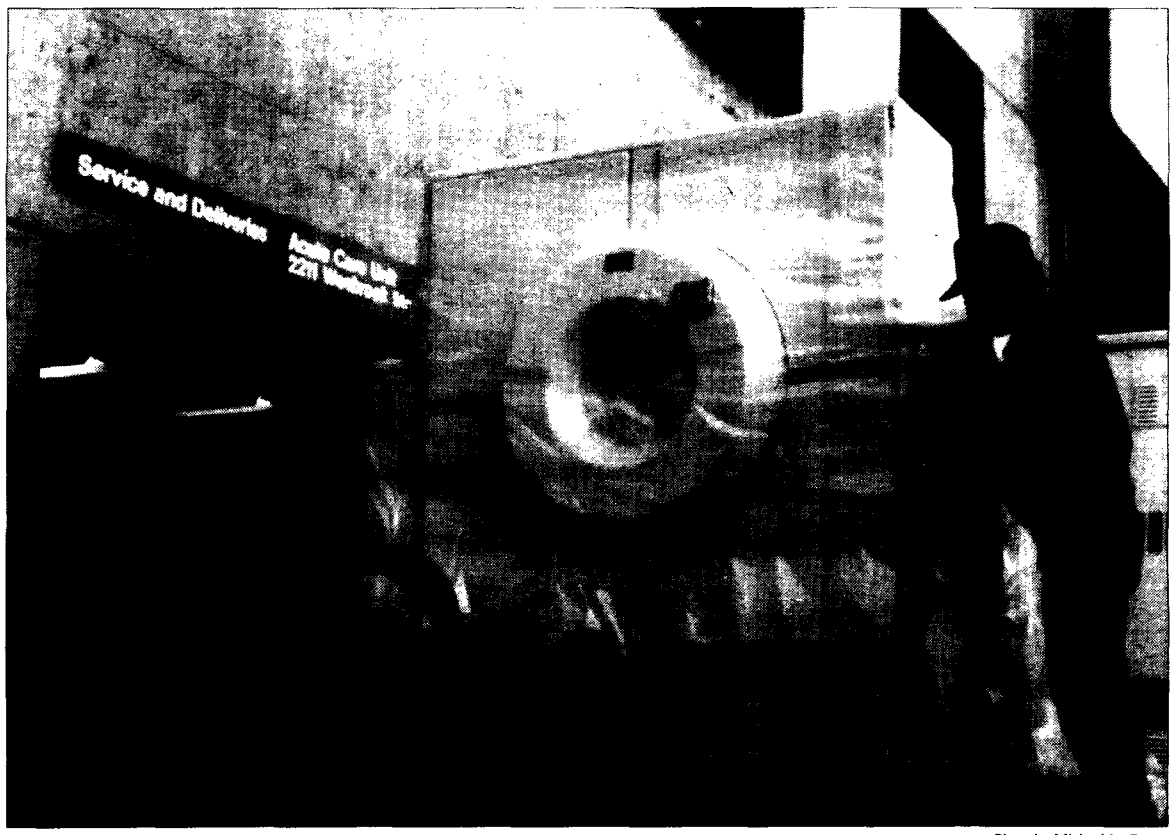


Photo by Michael La Brooy

Still in its wrappings, the new PET scanner arrives at University Hospital, UBC Site. The $3-million machine will be used for research into neurodegenerative diseases.

"In the case of Parkinson's, we can now attempt to detect the disease prior to the onset of symptoms," said Dr. Donald Calne, head of Neurology at the UBC site of University Hospital.

Calne directs a multi-disciplinary team of researchers recently awarded $6.1 million by the Medical Research Council of Canada (MRC) to establish a Neurodegenerative Disorders Centre.

He said that PET scanning will allow the team to examine, in the case of Parkinson's, the relationship between treatment and changes in the brain, and the effect of different forms of the disease on the brain.

In addition, Calne plans to use the new scanner to examine more accurately and precisely the effect of normal aging in the brain. He hopes the research will lead to an understanding of the pathological mechanisms for neurodegenerative disorders, and help to establish rational ways for the development of new treatments.

Ruth said that because PET scanning makes use of radioisotopes, which have very short life of anywhere from two minutes to two hours, a PET facility must have a source of these radioisotopes close at hand.

"PET radioisotopes are produced by an accelerator such as a cyclotron," Ruth explained. "The TRIUMF facility, with its three cyclotrons, represents the most powerful source of radioisotopes in the world. The strong collaboration between TRIUMF and the UBC Neurodegenerative Disorders Centre in the PET program was a major factor in the MRC's decision to fund the tomograph and research."

Additional funding was provided by the President's Office, the B.C. Ministry of Health and Siemans Canada Ltd.

Effects of job loss on middle-aged workers studied

By ABE HEFTER

Losing your job can lead to personal and professional turmoil. In the middle-aged worker, the loss could be even more devastating.

The psychological impact of unemployment in middle aged people is the subject of a study being conducted by Commerce and Business Administration Professor Larry Shetzer.

The study will look at the experience of unemployment at the psychological level and the impact it has on career development on men and women in the over 45 age bracket.

"An important feature of this study is the fact that it will look at both men and women," said Shetzer. "Most studies of unemployment done in the past have focused primarily on men in the 20 to 30 age bracket."

Shetzer said people in their 40s have different employment needs that are only beginning to be studied. They also face different problems associated with unemployment.

Research has shown that older people stay unemployed longer and have a harder time getting hired again. In addition, some of their skills are becoming obsolete and retraining isn't always easy.

"Factors surrounding job loss, like termination arrangements, severance packages and career counselling opportunities, as well as the level of support received from family, friends and peers, all lead to positive or negative effects on career development in the long term," said Shetzer.

Shetzer has been working to contact about 500 unemployed people to take part in an anonymous, written survey, in conjunction with a Vancouver job counselling service. The individuals have been unemployed in the last two years.

The survey contains questions about employment and job loss; the person's attitudes towards work-related issues, health and well being; the experience of being unemployed, and job search.

"People in their mid-40s represent the front end of the baby boom," said Shetzer. "Demographics suggest that the number of younger people entering the workforce is shrinking, making older people potentially more important to the work force.

"It is important that we understand the unemployment experience in these individuals and the effect it has on future employment," he added.

Construction noise to be avoided during exams

By GAVIN WILSON

Gage Towers residents who say their studies were interrupted by "hammering, blowtorches and loud music" last spring can look forward to peace and quiet during exam period this year.

Acting on complaints made by students living in Gage Towers, Senate will urge Campus Planning and Development to avoid renovations and repairs to student residences during exam periods.

But Tim Miner, director of Campus Planning and Development, denies that the job that led to the complaints was conducted during exams last term.

Earlier this year, a roofing company was contracted to tar the roof of the conference centre at Gage Towers, home to more than 1,300 students.

Students complained that work proceeded during the exam period, but Miner said records show work was completed in March, before exams began.

Student Senator Julie Lahey said the work proceeded despite the 24-hour quiet period enforced in university residences during exams.

Miner said that, in the past, some work may have taken place during exams, and his department will exercise additional caution in future.

Advertise in UBC Reports

Deadline for paid advertisements for the November 14 issue is noon, November 4.

For information, phone 822-3131

To place an ad, phone 822-6163

REQUEST FOR NOMINATIONS FOR THE PRESIDENT'S ADVISORY COMMITTEE ON THE STATUS OF WOMEN

Florence Ledwitz-Rigby, Advisor to the President on Women and Gender Relations, is forming a committee to advise the president on the status of women at UBC. Individuals are invited to apply or to nominate someone else for membership on the committee.

While the committee will be modest in size, it should be representative of the women staff, faculty and students, and be composed of individuals who are committed to creating a positive climate on campus for all women.

Send nominations to Dr. Ledwitz-Rigby, Old Administration Building, Office of the Vice-President, Academic.

Photo by Media Services

Hat trick

Hats from a collection of Cantonese opera costumes are displayed at the Museum of Anthropology. The costumes were recently donated to the museum by the Jin Wah Sing Musical Society, and will be part of a major exhibition on Cantonese opera in Vancouver planned for 1993.

Letters to the Editor

Still missing

The Editor
UBC Reports

Monday, October 28, 1991 marked the 3-year anniversary of the disappearance, from the UBC campus,of my nephew, Emerson Dobroskay. This is to renew our plea for clues and remind people of the reward money; $10,000 for Emerson's safe return or $5,000 for information leading to Emerson's whereabouts. The UBC RCMP have yet to receive a single clue as to Emerson's disappearance. Would anyone who has any information please call the UBC RCMP at (604) 224-1322.

A series of brain storming lectures was conducted by a private investigator, Leanne Jones at the UVic, UBC and Malaspina campuses. At every lecture the students zeroed in on a rock concert that was being held above the Pit Pub. A rock group called Butt Hole Surfers was performing. The event dispersed at 1:00 a.m. on Friday, October 28, 1988 and the patrons from the rock concert would have walked down the stairs and in front of the Pit Pub (where Emerson disappeared from). Would anyone who has more information about the rock concert or the Pit Pub please call the UBC RCMP.

We also request the public's assistance in investigating a phone number that was written in Emerson's phone book a few hours before he disappeared. Emerson had phoned Saskatoon at 8:00 p.m. to get a girlfriend's phone number. Someone (not Emerson's handwriting) had crossed out the number Emerson had written in and replaced it with a phone number beginning with the digits 640. Would anyone who has any further information please call the UBC RCMP.

We plead with the persons who know the truth of what happened that night, three years ago, to let us know if Emerson is dead or alive. It is so hard not knowing if we should be looking harder for him.

Sincerely,
Teesh Backlund
RR #1, Ladysmith, B.C.
V0R 2E0

UBC participates in development project for Vietnam

By CHARLES KER

A delegation of urban planners from Vietnam visited UBC earlier this month in an ongoing effort to further Canadian university ties to that country.

UBC's School of Community and Regional Planning is currently directing a five-year project with the National Center for Social Sciences (NCSS) in Hanoi. It is one of Canada's first government-sponsored development projects in Vietnam.

"UBC is in the unique and exciting position of helping build and support a new relationship," said Peter Boothroyd, an associate professor with the centre. "It gives us the chance to help Vietnamese scholars and at the same time help the Canadian government with its assistance policy."

Together with the Institute of Asian Research, the school's Centre for Human Settlements is using a $1-million grant from the Canadian International Development Agency to improve Vietnam's teaching and research on development planning.

Twenty faculty from 10 departments are participating in the UBC project. Their goal will be to enhance NCSS research programming and graduate training in four topic areas: rural development, urbanization, household economy, and social policy.

The UBC team will advise the Vietnamese about planning literature, help improve their library system and strengthen the English-language skills of faculty at the national center.

"For political, economic and linguistic reasons, Vietnam hasn't been operating in the English-language world," said Boothroyd. "Vietnamese now want to learn to communicate effectively and be made aware of the kind of thinking that is going on in Canada and other English-speaking countries."

Last summer, Boothroyd and five other UBC faculty members made an inaugural trip to Hanoi to discuss how the project should evolve.

As the centre for graduate education, the NCSS consists of 19 institutes which provide teaching, research and policy analysis for the Vietnamese government.

Boothroyd said the Vietnamese would like to learn more about such things as the role of environmental impact assessment on sustainable development and how to deal with problems of increased urbanization. But, Boothroyd added, Vietnam will not be starting from scratch.

For example, the country's advanced agricultural policy has about 30 per cent of Vietnamese farmers working independently, integrating livestock, fishpond and vegetable farming to create an efficient ecological cycle.

"It's not a one-way relationship because we will be learning from them too," said Boothroyd.

The UBC project was one of 19 university proposals chosen from some 120 applications. The proposals were submitted to the educational institutions program administered by CIDA.

Boothroyd added that other Canadian universities are hoping to develop collaborative research projects dealing with heritage issues, slum-upgrading and Vietnam's urban transportation system.

Among these, the University of Moncton has received a $220,000 grant to help develop solar energy research in Vietnam.

Profile

Education important for dentist/philosopher

By CONNIE FILLETTI

Ravindra Shah's office is overrun with the essays he has written about humor, creativity, language and wisdom. Books and journals, stacked skyward, jockey for space with the poetry, proverbs and quotations that festoon the walls.

Although you might think to find Shah tucked away in a corner of the Creative Writing Dept., he is an associate professor of Oral Biology in the Faculty of Dentistry.

"My whole life is a hobby."

Becoming a dentist was a "matter of timing" according to Shah. Having applied too late to medical school in his native Bombay, India, he sought admission to the bachelor of dental surgery program which was still accepting applicants.

Upon graduating from the University of Bombay in 1966, Shah established a short-lived private practice. He was unable to reconcile the dilemma of whether or not to treat patients too poor to pay for dental services.

Shah also found that he was lacking intellectual stimulation. In 1967, he left Bombay and arrived in New York City with seven dollars in his pocket and a wealth of curiosity.

"I left home for adventure and education," he said. "You're trapped when you can't develop your own capabilities and genius to the fullest."

Shah and his six siblings were encouraged by their parents, who did not have the benefit of a higher education.

"They realized that if you wanted to get ahead in post-independent India, you needed education," Shah said. "They never said it was a ticket to security, but rather to one's personal growth. When I left Bombay, my father told me that as long as I am thinking, he would not worry about me."

Shah tries to impart this philosophy to his dentistry students whom he hopes to dissuade from the notion that becoming dentists is a measure of value and success, and the way to a lifestyle that becomes more important to them than life itself.

He calls teaching his "hobby", something to pursue for pleasure that he never tires of and always tries to bring something of himself to.

"My whole life is a hobby," he said. "I don't live life, I chase it. The most important thing I can tell students is to make life a hobby. It is more important to be peaceful than just happy."

Unable to practice dentistry in the United States, Shah took a series of part-time jobs to pay for further studies at New York University (NYU). Playing in chess tournaments in Washington Square, as well as freelance writing assignments for various newspapers, including the New York Times, helped pay tuition.

After completing his program at NYU, Shah studied for his Master's of Science at the State University of New York, Buffalo, before going on to Queen's University in Kingston, Ont., where he graduated with a PhD in 1974. He joined UBC a year later at the urging of the late S. Wah Leung, the founding dean of the Faculty of Dentistry.

Although Shah doesn't believe in setting priorities and makes time for everything, work does occupy a significant portion of his day.

His committee service alone spans four pages of his resume. The list recently got longer with Shah's new appointment as chair of UBC's Committee on Animal Care. Helping to ensure that animals used in teaching and research are treated with dignity and optimal care has been a long-term commitment for Shah. Prior to his appointment as chair, he served as a member of the committee for 10 years.

Photo by Media Services

Shah

He justifies the long hours by saying how much he likes his faculty, his department and the enthusiasm shown by his students.

"I try to give that back by making myself available to both my colleagues and my students," he said.

Most days, it's not unusual to find one of Shah's three graduate students pitted against him in an early morning game of squash, simultaneously discussing a research project or just about anything else under the sun.

Shah, who has been a first-year faculty advisor for the past decade, says he "treasures" his students and claims unabashedly that they "love" him. Perhaps that has something to do with the fact that he talks about them as people in his life, not as students in his class.

Calendar

November 3 – November 16

SUNDAY, NOV. 3

Museum of Anthropology Concert

Songs Of The Synagogue. Ancient And Modern Melodies With Commentary. Cantor Murray Nixon, Rabbi Wilfred Solomon of Congregation Beth Israel. Free with Museum admission. Great Hall at 2:30pm. Call 822-5087.

MONDAY, NOV. 4

Mechanical Engineering Seminar

Knowledge Based Vision For Contour Generation. Lalith Gamage, PhD candidate. Combined Natural/Forced Convection In A Cross-Corrugated Channel. Yinghu Piao, MASc candidate. Chemical/Mechanical Engineering 1202 from 3:30-4:30pm. Call 822-6200/4350.

Biochemistry/Molecular Biology Seminar

Discussion Group. Characterization Of A Regulatory Cascade Responsible For Controlling Photosynthesis Gene Expression In Rhodobacter Capsulatus. Dr. Carl Bauer, Microbiology/Molecular Cellular Developmental Biology, Indiana University. IRC #1 at 3:45pm. Call 822-6896.

Anthropology/Sociology Lecture

Initial Settlement In The Pacific: New Terms And Frameworks. Dr. Roger Green, Anthropology/Sociology, U. of Auckland, AU. Anthro/Sociology 134 at 11:30am. Call 822-2878.

TUESDAY, NOV. 5

Medical Genetics Seminar

Effects Of Cocaine On The Fetus And The Mother: The Known And The Unknown. Gideon Koren, director, Motherisk Program, The Hospital for Sick Children, U. of Toronto. IRC #1 from 4:30pm-5:30pm. Refreshments at 4:15pm. Call 822-5312.

Botany Seminar

Regulation Of Genes Preferentially Expressed In Plant Apices. Dr. Luca Comai, Botany. Bio-Sciences 2000 from 12:30-1:30pm. Call 822-2133.

UBC Reports is the faculty and staff newspaper of the University of British Columbia. It is published every second Thursday by the UBC Community Relations Office, 6328 Memorial Rd., Vancouver, B.C., V6T 1Z2.
Telephone 822-3131.
Advertising inquiries: 822-6163.
Managing Editor: Steve Crombie
Ass't Editor: Paula Martin
Contributors: Ron Burke, Connie Filletti, Abe Hefter, Charles Ker, and Gavin Wilson.

Please recycle

CALENDAR DEADLINES

For events in the period November 17 to November 30, notices must be submitted by UBC faculty or staff on proper Calendar forms no later than noon on Monday, November 4 to the Community Relations Office, Room 207, 6328 Memorial Rd., Old Administration Building. For more information call 822-3131. The next edition of UBC Reports wil be published November 14. Notices exceeding 35 words may be edited.

Lectures In Modern Chemistry

3M Lectureship in Chemical Physics. Polymers For Microelectronics. Dr. Grant Willson, IBM Almaden Research Center, San Jose, CA. Chem. 250, South Block at 1pm. Call 822-3266.

Economics Seminar

A Comparative Analysis Of Unemployment In Canada And The United States. Craig Riddell, head, Economics. Buchanan D-225 from 4-5:30pm. Call 822-2876.

Oceanography Seminar

Nutrient Uptake By Marcroalgae. Catriona Hurd, Oceanography. BioSciences 1465 at 3:30pm. Call 822-2828

Statistics Seminar

Parametric Vs. Non-Parametric ARCH A Monte Carlo Comparison. D. Whistler, Commerce/Business Admin. Angus 223 at 4pm. Call 822-4997/2234.

Rehabilitation Medicine Information Night

Informal program/admission enquiries for prospective students. IRC #6 at 7pm. Call 822-7392.

MOA Presentation/Discussion

Hath Not An Immigrant: Realities/Stereotypes Through Theatre. Ari Solomon, Vancouver actor, Kevin Ma, Chinese Cultural Centre Performing Arts. MOA Theatre Gallery from 7:30-9:30pm. Call 822-5087.

WEDNESDAY, NOV. 6

Microbiology Seminar Series

Isolation Of A cdc-2 cDNA From Dictyostelium Discoideum. Christine Michaelis, U. Freiburg; Microbiology, UBC. Wesbrook 201 from 12:30-1:30pm. Call 822-6648.

Geography Colloquium

Sediment Budgets In Logged Watersheds. Dr. Harvey Kelsey, Geology, Western Washington U. Geography 201 at 3:30pm. Refreshments at 3:25pm. Call 822-2985/2663.

Physiology/Neuroscience Seminar

Discussion Group. Drug Receptors And Potassium Channels In The Mammalian Brain. Alan North, MD, PhD, Inst. of Advanced Biomedical Research, Oregon U., Portland. IRC #4 at 3:30pm. Call 822-2494.

Distinguished Medical Research Lecture

Blood Coagulation And Hemophilia. Dr. Ross T.A. McGillivray, Biochemistry. IRC #2 from 4-5pm. Call 822-4305.

UBC Anglican Community Lecture

Freedom And Responsibility: A University Perspective. Dr. Paul Russell, Philosophy. Buchanan Penthouse from 4:30-6:30pm. Call 224-5133.

Wednesday Noon Hour Concert

Richard Naill, violoncello; Marisa Gaetanne, soprano with Metroscope Cello Project. School of Music Recital Hall at 12:30pm. Admission $2 at the door. Call 822-5574.

THURSDAY, NOV. 7

Pharmaceutical Sciences Seminar

Computer Networking In The Laboratory. Bill Schmalz, analytical computer specialist, Hewlett Packard (Canada), Toronto. IRC #1 at 12:30pm. Call 822-5061.

Pharmacology Seminar

Endocrine, Neurocrine And Paracrine Interactions In The Regulation Of Gastrointestinal Function. Dr. Chris McIntosh, MRC Regulatory Peptide Group; Physiology. IRC #2 from 11:30am-12:30pm. Call 822-2575.

Biotechnology Seminar

Transcriptional Regulations Of Morphogenetic Genes In Aspergillus. Dr. Wm. Timberlake, Genetics, U. of Georgia at Athens, GA. Wesbrook 201 at 3:30pm. Refreshments at 3:15pm. Call 822-3155.

Physics Colloquium

Searches For The Top Quark And For Quark Substructure. Melissa Franklin, Harvard U.; Fermi Laboratory. Hennings 201 at 4pm. Call 822-3853.

Economics Seminar

A Theory Of Forward Induction In Finitely Repeated Games. Nabil Al-Najjar, U. of Quebec at Montreal. Buchanan D-225 from 4-5:30pm. Call 822-2876.

Mechanical Engineering Seminar

Knowledge Based Vision For Contour Generation. Lalith Gamage, PhD candidate. Combined Natural/Forced Convection In A Cross-Corrugated Channel. Yinghu Piao, MASc candidate. Chemical/Mechanical Engineering 1202 from 3:30-4:30pm. Call 822-6200/4350.

Computer Graphics Research Lecture

Centre for Integrated Computer Systems Research (CICSR) Distinguished Lecture Series. Unravelling The Physics And Chemistry Of Environmental Problems Using Visualization. Gregory J. McCrae, Carnegie Mellon U. Scarfe 100 from 1-2:30pm. Refreshments at 12:30pm. Call 822-6894.

MacMillan Forestry Lecture

Biodiversity And The Forestry Profession: Perspectives For The 1990's And Beyond. Dr. Kenton R. Miller, World Resources Institute, Washington, DC. Frederic Wood Theatre from 12:30-1:30pm. Call 822-4935.

Education Abroad Information Session

Update and general information on UBC Senate approved international exchange programs. Martha Kertesz, Program Coordinator, Registrar's Office. IRC #6 from 12:30-2pm. Call 822-2844.

Continuing Education Lecture

Keeping Canada Together campus series. Public Opinion And Constitutional Change. Richard Johnston, Political Science. Chair: Dean of Law, Lynn Smith. Curtis 101/102 from 12:30-1:30pm. Question period from 1:30-2pm. Call 222-5238.

Anthropology/Sociology Lecture/Discussion

Getting Out Of The Native Business: The Tory Agenda In Action. Murray Angus, The Aboriginal Rights Coalition (Project North). Anthrop/Sociology 207-9 from 4-5:30pm. Call 822-2878.

Distinguished Artists Concert

Lauren Wagner, soprano; Frederick Weldy, piano. Prelude Lecture at 7:15pm, Concert at 8pm. School of Music Recital Hall. Call 822-5574.

FRIDAY, NOV. 8

Obstetrics/Gynecology Grand Rounds

The Benefits And Risks Of Hormonal Replacement Therapy. Dr. John C. Stevenson, Consultant Endocrinologist, U. of London, England. University Hospital, Shaughnessy Site D308 at 8am. Call 875-2171.

Pediatrics Resident Case Management

Haematologic Presentation Of An Unusual Disease. Dr. Anne Antrim. G.F. Strong Rehab Centre Auditorium, 26th and Laurel at 9am. Call 875-2118.

School of Music Concert

University Chamber Singers. Cortland Hultberg, director. Music Recital Hall at 12:30pm and 8pm. Call 822-5574.

SATURDAY, NOV. 9

Vancouver Institute Saturday Night Lecture

Symmetries In Physics. Professor Shelley Page, Physics, U. of Manitoba. IRC #2 at 8:15pm. Call 822-3131.

MOA Children's Story Hour

The Land, Plants And Animals Of British Columbia. Theresa Neel, Kwagiutl educator. Free with Museum admission. Rotunda from 11:15am-12:15pm. Call 822-5087

TUESDAY, NOV. 12

Women's Studies/Gender Relations Series

The Recession, Women's Work And Social Welfare In Canada. Senator Lorna Marsden, U. of Toronto. Family/Nutritional Sciences 320 from 12:30-1:30pm. Call 822-9173.

Botany Seminar

Porcupine Habitat Interactions In The Kalum Valley, B.C. Andrea Lawson, MSc candidate. BioSciences 2000 from 12:30-1:30pm. Call 822-2133.

Lectures In Modern Chemistry

C2 Complexes—Taming A Reactive Molecule. Dr. M.I. Bruce, Physical/Inorganic Chemistry, U. of Adelaide, S. AU. Chemistry 250, South Block at 1pm. Call 822-3266.

Oceanography Seminar

Discovering The Past: Hindcasting Of Oceanographic Properties In Hecate Strait. Paul LeBlond, Oceanography. BioSciences 1465 at 3:30pm. Call 822-2828.

Medical Genetics Seminar

Expression Of A Growth Regulated Yeast Heat Shock Protein #70. Mark Heschl, PhD, Medical Biochemistry, U. of Calgary. IRC #1 from 4:30-5:30pm. Refreshments at 4:15pm. Call 822-5312.

Statistics Seminar

Bayes And Admissibility Properties Of Estimators In Truncated Parameter Spaces. Constance van Eeden, adjunct professor, Statistics. Angus 223 at 4pm. Call 822-2234.

Museum of Anthropology Readings

An Evening With Miriam Waddington. MOA Theatre Gallery from 7:30-9pm. Call 822-5087.

Faculty Women's Club General Meeting

Manning Park - 50th Anniversary/Birds And Boundary Bay: The Golf War. Helen Akrigg/Dr. Rob Butler, Canadian Wildlife Service. Cecil Green Park at 7:30pm. Call 222-1983.

WEDNESDAY, NOV. 13

Microbiology Seminar Series

Association Of A Photoactive Cancer Therapeutic Agent (Benzoporphyrin Derivative) With Plasma Lipoproteins Improves Delivery And Therefore The Efficacy Of Photodynamic Therapy. Beth Allison, Microbiology. Wesbrook 201 from 12:30-1:30pm. Call 822-6648.

Forestry Seminar

Australasian Pulp and Paper Industry: Legislation, Wastewater Treatment and Environmental Impact. Dr. Paul MacFarlane, Forest Research Institute, NZ. MacMillan 166 from 12:30-1:30pm. Call 822-3553.

People

Andrew elected to French academic order

Francis Andrew, director of Language Programs and Services at the Centre for Continuing Education (CCE), has been elected a Chevalier de l'Orde des Palmes Academiques.

Andrew

The order, established in France in 1808 by Napoleon the First, acknowledges the contributions of senior university officers to the field of education.

Andrew is being honored for his initiatives in the area of teaching French to adults.

Joining UBC's French Department as a lecturer in 1976, Andrew became coordinator of French programs at the CCE the same year. He was appointed to his current position in 1984.

In 1988, he was the first in Canada to introduce the popular and highly successful multimedia immersion course, French in Action, now used by educators across the country to teach conversational French.

Andrew also developed innovative audio-lingual distance education French language courses, in collaboration with the province's Open Learning Agency, and created special language programs for B.C. school teachers.

Among his future projects is the establishment of a French centre at UBC, a multimedia resource library for faculty and students to promote French culture.

Dr. **Shaila Misri**, a clinical associate professor of psychiatry, has been elected president of the Vancouver branch of the Federation of Medical Women of Canada (FMWC).

Misri joined UBC in 1975 and is the founding director of University Hospital's specialized clinics in pre-menstrual tension syndrome and post-partum illness.

The FMWC, founded in 1924, is a national organization committed to the professional, social and personal advancement of women physicians. Its mandate includes encouraging networking among women physicians at local, national and international levels to promote their interests within medical organizations and government.

The federation also aims to improve the management of women's health issues and to influence health care policies affecting women and the general population.

As president of the B.C. branch of the FMWC, Misri's main responsibilities include organizing special programs which address issues pertinent to both patients and physicians.

Her appointment is for a one year term.

Forest Sciences Professor **Gordon Weetman** has been awarded the 1991 gold medal for Forestry Scientific Achievement.

Weetman received the honor at the national meeting of the Canadian Institute of Forestry last month in recognition of his long, illustrious career in the silviculture of Canadian forests.

Early in his career, Weetman worked primarily in the boreal forests of Quebec and Ontario. More recently he has pursued the science of silviculture in Western Canada, where he has been the senior silviculturist at UBC since 1979.

Weetman's major research interest is the identification of mineral deficiencies in conifers and the use of nutrient applications in modern forest management.

He has served on a range of professional committees and organizations including a term as president of the Canadian Institute of Forestry.

Andrew Mular, head of Mining and Mineral Process Engineering, has been named a Henry Krumb Lecturer for 1992 by the American Institute of Mining, Metallurgical and Petroleum Engineers (AIME).

Mular

Mular was one of three people selected as a Krumb lecturer by AIME, which has a membership of more than 19,000. Each lecturer is judged to be professionally outstanding and exceptionally competent as a speaker and is required to give a minimum of five lectures in various regions of the United States.

The lecture series brings the experience and expertise of institute leaders to local sections of the AIME.

Berkowitz & Associates
Statistics and Mathematics Consulting
• research design • data analysis
• sampling • forecasting
Jonathan Berkowitz, Ph.D.
4160 Staulo Crescent, Vancouver, B.C., V6N 3S2
Office: (604) 263-1508 Home: (604) 263-5394

Forestry to establish new undergraduate program

By ABE HEFTER

New career opportunities in forestry are in the offing for UBC students from both arts and sciences backgrounds.

The Faculty of Forestry is moving toward the establishment of a new undergraduate program in conservation, recreation and natural areas management.

"Many of the problems associated with land use management require skills in the social sciences — economics, psychology, philosophy and sociology," said Forest Resources Management Professor David Haley.

"This program will provide an opportunity for individuals to obtain a comprehensive, multi-disciplinary education in environmental studies as they relate to forest and wildland resources."

Haley said there is a new breed of forester evolving from the need to manage forests and associated wild lands.

"Employment opportunities for such professionals will grow as concerns for biodiversity in natural landscapes mount and pressures on natural environments to support a growing spectrum of commercial and non-commercial uses increase," he said.

Haley, chair of a four-member committee struck to formulate the objectives and structure of the proposed program, said students will have an opportunity to enter one of three areas of concentration following a two-year common core program. They are Nature Conservation, Wildland Recreation and Parks Management; Wildlife Management; and Conservation and Natural Resource Planning.

"An important feature of the four-year program will be summer internships, intended to provide students with an opportunity to combine academic study with practical and professional experience with cooperating organizations."

Haley said concern for the management of recreation and non-timber forest resources began to take shape in the Faculty of Forestry more than 20 years ago. In 1968, the Faculty was the first forestry school in the country to recognize the importance of forest and wildland recreation in the forestry curriculum and for many years has led the way in wildlife management research.

In structuring the program, Haley said the committee consulted widely with Canadian and international parks professionals, as well as with a broadly based committee within the university.

Haley said the program will also enhance the more traditional Bachelor of Science in Forestry program and become an integral part of the Faculty's proposed Centre For Applied Conservation Biology.

The public, in the meantime, will have an opportunity to learn more about biodiversity and the forestry profession in the upcoming H.R. MacMillan Lecture.

Dr. Kenton R. Miller, program director of the Forests and Biodiversity Programme at the World Resources Institute in Washington, D.C., will offer his perspectives for the 1990s and beyond at the Nov. 7 lecture at the Frederic Wood Theatre from 12:30 p.m. to 1:30 p.m.

For more information on the lecture, call 822-2727.

IS YOUR BABY BETWEEN 2 & 22 MONTHS?

Join our research on infant development at U.B.C.! Just one visit to our infant play-room. Please contact Dr. Baldwin for more information: 822-8231.

WestSide Graphics
Graphic Design
Computer Graphics
Camera-Ready Art
Photography
"Serving UBC since 1986"
Call Bob Parker or Leza Macdonald
Phone 733-3739 Fax 733-4725

Classified

Classified advertising can be purchased from Community Relations. Phone 822-6163. Ads placed by faculty, staff and students cost $12.84 for 7 lines/issue ($.81 for each additional word). Off-campus advertisers are charged $14.98 for 7 lines/issue ($.86 for each additional word). (All prices include G.S.T.) Monday, November 4 at noon is the deadline for the next issue of UBC Reports which appears on Thursday, November 14. Deadline for the following edition on November 28 is noon Tuesday, November 19. All ads must be paid in advance in cash, by cheque or internal requisition.

For Sale

THE SHIELING GALLERY: Cardena Road, Bowen Island, VON 1GO. Paintings and Prints by Sam Black, R.C.A., R.S.W.. Also Sculpture and Ceramics. Open September to June 10 a.m. - 5 p.m., Saturday and Sunday or at other times by arrangement. Call: 947-9391

Services

NEW DAYCARE: UBC has a new daycare centre opening October 1, 1991. If you need quality licenced care for your child aged three to five please come to 5590 Osoyoos Cres. to apply or call 822-5343 for further information.

Miscellaneous

DO IT RIGHT! Statistical and methodological consultation; data analysis; data base management; sampling techniques; questionnaire design, development, and administration. Over 15 years of research and consulting experience in the social sciences and related fields. 689-7164.

XMAS PARTY: Need to book a place for your Xmas Party? Some spaces are still open at the UBC Medical Student & Alumni Centre at 12th & Heather.

Come and enjoy the warm ambience the Centre provides and take advantage of its central location and reasonable cost. Full kitchen facilities are included.

If you are curious and would like to arrange to view the facility or to check on availability, call 879-8496

T N T Skypak
International Express
The worldwide couriers for time sensitive parcels & documents large and small
Express delivery around the world, to the United States and in Canada.
727 offices in 184 countries
Call us Today . . .
270-2333
T N T The Worldwide Transportation Group
5200 HOLLYBRIDGE WAY, RICHMOND

General BA program offers alternatives

From international development to backyard composting.

This detour in Gillian Elcock's university education was made possible by the Faculty of Arts' General BA degree.

Six years ago, Elcock enrolled in international relations at UBC with the goal of learning more about Third World development.

But a growing interest in local ecology, combined with a desire for more latitude in her courses, made Elcock jump tracks to the new faculty offering.

"The General BA offered more flexibility and freed me up so I could pursue other interests," she said.

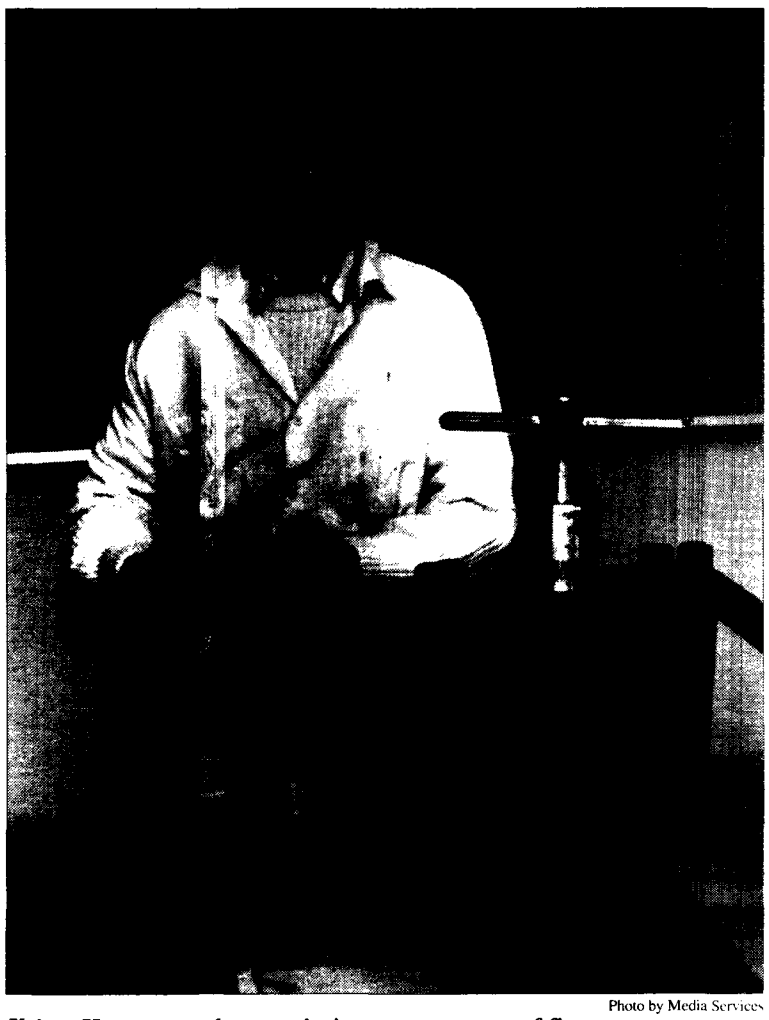


Photo by Media Services

Krista Hansen works on printing press as part of fine arts component of her General BA degree. By combining fine art and psychology, she plans to pursue art therapy.

Today, Elcock complements her enthusiasm for organic gardening with courses in botany, ecology and soil science. Off campus, she puts her classroom know-how to work promoting urban gardening and composting for a public education project in Kitsilano.

Enrolment at UBC in the General BA, which is also available at Cariboo and Okanagan university colleges, has tripled from 17 to 55 students. Coordinator Paul Tennant, a professor in the Department of Political Science, predicts the program's popularity will grow substantially in the years ahead.

"Some students just can't appreciate the regimented aspects of a specific discipline," said Tennant. "The General BA allows them to build on their strengths and interests by designing their own curriculum from the arts and science."

However, to stop students from going on a random shopping spree of courses, at least 18 credits must be devoted to one discipline area. Elcock, for instance, anchors her science electives with a "mini-major" in anthropology.

Those eligible for the program must have completed at least 60, but no more than 90, first- and second-year credits with no less than a 60 per cent overall average.

Tennant said the program will have particular appeal to students interested in areas such as Canadian, ethnic, Native, and urban studies, where there are no honors or majors degree programs. It also provides excellent preparation for graduate work in education, law, library science or commerce and business administration.

Tennant added that the General BA should also attract mature students back to campus to either finish or start their university degree.

Photo by Charles Ker

Gillian Elcock focuses on local ecology through organic gardening.

Krista Hansen will be among the first group of General BA graduates this year.

After two years taking general arts courses, Hansen signed up for the General BA. She now combines fine arts and psychology with a goal of getting involved with some form of art therapy in the future.

Dean Patricia Marchak hopes the new program will help promote the benefits of interdisciplinary study.

"We have to be open to new ways of organizing knowledge, and be open to new ideas," said Marchak. "Disciplines are important, but there have to be some alternatives available, too."

Thunderbirds host Soviet Sparta volleyball team

By ABE HEFTER

The Russians are coming! The Russians are coming!

To UBC.

And women's volleyball coach Donna Baydock couldn't be happier.

On Nov. 6, the UBC Thunderbirds will play host to Sparta, the Soviet women's volleyball club team, as part of a five-game tour. Sparta, one of the first commercially sponsored teams from the Soviet Union, will also play the Thunderbirds Nov. 5 at Capilano College.

Baydock has been the driving force behind the tour.

"This past May our women's volleyball team played Sparta in Moscow as part of a three-week tour of the Soviet Union, Sweden and Denmark," she said.

"During our stay, we invited the Sparta team to Canada. But with the changes occurring in the Soviet Union, we didn't know if the team would be allowed to leave Moscow."

As late as August, Baydock was unsure if Sparta would be able to accept UBC's invitation. As it turned out, the political changes in the Soviet Union helped eliminate some of the red tape associated with such a trip, according to Baydock.

During their stay in Vancouver, Sparta will also see action against the University of Victoria and Simon Fraser University before leaving for Winnipeg for a series of games.

Before heading to Winnipeg, Sparta coaches and players will host a clinic Nov. 5 at Capilano College for Vancouver area volleyball players, where they'll get a chance to learn from the best.

"The Soviets are the top volleyball players in the world," said Baydock.

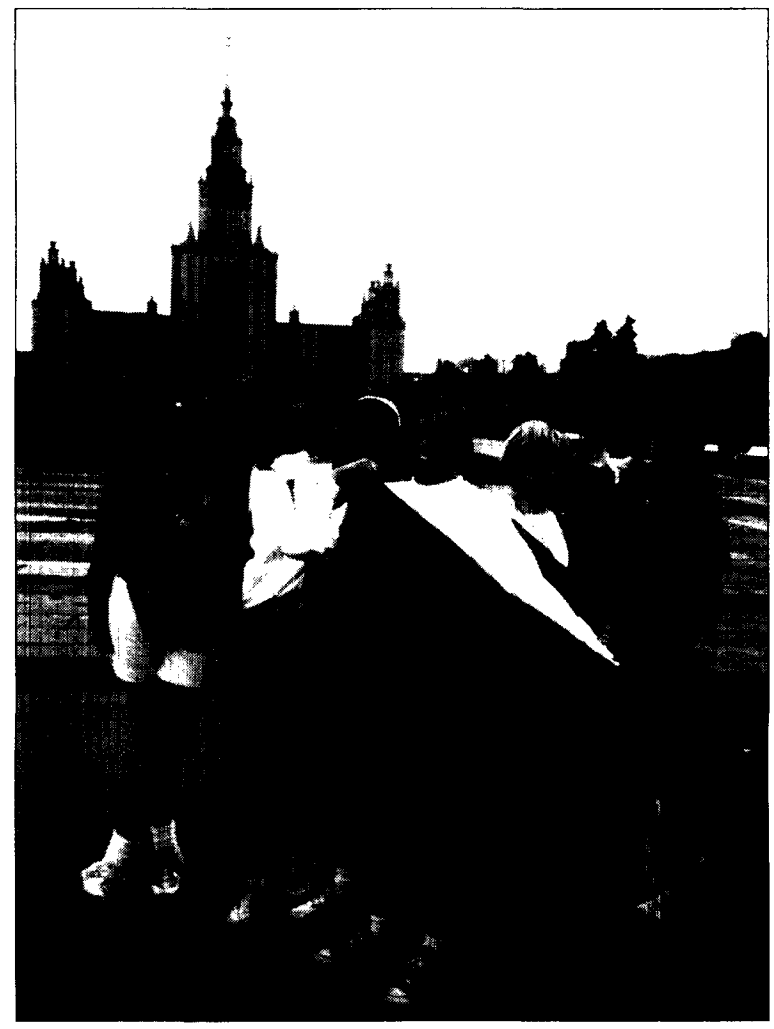
"During our trip to Moscow, Sparta coach Leonid Berezin held a clinic for our team members. We've been working our offensive technique since then and look forward to having Berezin assess our progress when he gets a chance to see our players in action next month."

In the meantime, Baydock and the T-Birds are anxiously looking forward to hosting the Sparta players.

"We happened to be in Moscow during Victory Day celebrations, May 9, and had an opportunity to march in their parade," said Baydock. "And when we saw the turmoil they were going through during the failed coup attempt, we were glued to our televisions in nervous apprehension."

But despite the upheaval in the Soviet Union, Baydock said the people they met were warm, gracious hosts.

"We're just thrilled to be able to have them here, she added. "We plan to show them the sights and sounds of Vancouver."



Members of the UBC Women's Volleyball team, (from left) Jenny Rauh, Mary Stothard, Harj Sandhu, Michelle Lachmann, chaperone June Carlyle and Erin Wood, in front of Moscow University last May. Displayed is the now-defunct flag of the Russian Republic under Soviet rule.

LAST COPY

DO NOT REMOVE

The University of British Columbia
Vancouver, British Columbia
Volume 37, Number 19
October 31, 1991

Operating budget tops $310 million

By GAVIN WILSON

UBC's general purpose operating budget will top $310 million in 1991/92, figures released by the university show.

The balanced budget, outlined in a 124-page tabloid released last week to the campus community, includes a one-time expenditure to write off a deficit of $2.1 million accrued last year.

Salary increases account for virtually all of the growth in expenditures in this year's budget. Non-salary expenses will also be increased by four per cent.

UBC employees' total compensation will be limited to four per cent, phased in over the course of the year.

The university's income budget reflects a number of adjustments. From the provincial governnment, the universty received an increase in its base operating grant of 4.5 per cent.

Under the government's Access for All program, mutually agreed upon increases in undergrauate and graduate enrolment are funded at full average cost rates.

This year, the university received funding of $3.1 million for an additonal 177 graduate students, as well as $2.5 million to allow for funding of the previously unfunded undergraduate students.

In December, the Board of Governors approved a proposal to increase credit tuition fees in each of the next three years at the rate of 4.5 per cent, plus the annual increase in the Vancouver Consumer Price Index.

Of the 1991/92 total increase of 10 per cent, 7.5 per cent will be directed to operating expenses and 2.5 per cent to two newly designated funds: a teaching and learning enhancement fund and a supplemental financial aid fund.

"These increases represent a significant improvement in our financial situation from where we started this year," said Bruce Gellatly, vice-president, Administration and Finance.

Photo by Media Services

Wild Thing

Dean of Pharmaceutical Sciences John McNeill belts out his rendition of the 60s rock'n roll classic during a karaoke festival Oct. 17, held in aid of UBC's annual United Way campaign. McNeill, and several other campus crooners, helped raise $250 toward this year's goal of $280,000. Over 1,100 faculty and staff have donated more than $180,000 to date. Pledges to the campus United Way appeal are still being accepted.

Senate urges removal of administration fee

By GAVIN WILSON

UBC's Senate will ask the federal government to rescind the three per cent administrative fee on Canada Student Loans that was introduced this year.

Kelly Guggisberg, AMS director of external affairs, told Senate the "guarantee fee" on the federal portion of student loans hits hardest at those who need it most.

With the new fee, students who received the maximum loan of $7,140 — which is split evenly by the federal and provincial governments — must pay $107. Students pay the fee only on the federal portion of the loan.

About 7,000 UBC students depend on loans to help them cover the expenses of attending university.

Dan Worsley, assistant director of Awards and Financial Aid, said the new fee has been widely criticized by student financial aid offices across the country.

"It means that some students will be out $107 in living expenses for the year, and that's a couple of weeks of groceries. It is unfair," he said.

The fee was approved in August to help the federal government recoup losses on defaulted student loans.

Worsley said that if the federal government is concerned about the high rate of defaults, it should do a better job of educating students on the requirements of the Canada Student Loan program.

Inside

NOT JUST A MEAL TICKET: Ravindra Shah sees education as more than a ticket to job security. ***Profile, page 3***

IMMIGRATION IN CANADA: UBC Assistant Professor Dan Hiebert examines the impact of Canadian immigration policies. ***Forum, page 6***

GENERAL BA: The General BA program encourages benefits of interdisciplinary study. ***Page 8***

Campus observes Remembrance Day

UBC will close on Monday, Nov. 11, in observance of Remembrance Day.

No classes will be held and the university's libraries will be closed.

The Subway cafeteria will be closed on Saturday, Nov. 9, in addition to Nov. 11 when all Food Services outlets on campus will close, with the exception of two residence dining rooms.

The Totem Park cafeteria will be serving an a la carte menu between 8 a.m. and 7 p.m., while the Place Vanier dining room will serve full meals, opening for breakfast between 8 - 11 a.m., lunch from 11 a.m. - 2:30 p.m. and for dinner from 4:30 - 7 p.m.

A Remembrance Day service, open to the public, will be held in the foyer of the War Memorial Gym on Nov. 11 at 10:45 a.m. Faculty of Arts Professor Ian Slater, author and managing editor of Pacific Affairs, will give the address. President David Strangway will read the scripture and music will be provided by the UBC Brass Quintet.

UBC ranked 7th in survey

By GAVIN WILSON

UBC is ranked as the best university for undergraduate arts and science students in Western Canada and seventh best in the nation in a survey conducted by Maclean's magazine.

In the same report, Canadian university presidents ranked UBC fourth best in the country.

Maclean's also ranked UBC number one in Canada for varsity sports, based on the 1990-91 results of national finals in men's and women's competitions.

UBC President David Strangway is one of six university presidents profiled in the 41-page special report in the magazine's Oct. 21 issue.

The main categories used in the ranking were students, faculty, financial resources and reputation, as they affected undergraduates in Arts and Science.

"It was an interesting process that was used. I hope that next time the data are collected from the universities by Maclean's on a more consistent basis. There were many inconsistencies in the statistical data," said Strangway.

UBC

The University of British Columbia
Vancouver, British Columbia
Volume 37, Number 19
October 31, 1991

Operating budget tops $310 million

By GAVIN WILSON

UBC's general purpose operating budget will top $310 million in 1991/92, figures released by the university show.

The balanced budget, outlined in a 124-page tabloid released last week to the campus community, includes a one-time expenditure to write off a deficit of $2.1 million accrued last year.

Salary increases account for virtually all of the growth in expenditures in this year's budget. Non-salary expenses will also be increased by four per cent.

UBC employees' total compensation will be limited to four per cent, phased in over the course of the year.

The university's income budget reflects a number of adjustments. From the provincial governnment, the universty received an increase in its base operating grant of 4.5 per cent.

Under the government's Access for All program, mutually agreed upon increases in undergrauate and graduate enrolment are funded at full average cost rates.

This year, the university received funding of $3.1 million for an additonal 177 graduate students, as well as $2.5 million to allow for funding of the previously unfunded undergraduate students.

In December, the Board of Governors approved a proposal to increase credit tuition fees in each of the next three years at the rate of 4.5 per cent, plus the annual increase in the Vancouver Consumer Price Index.

Of the 1991/92 total increase of 10 per cent, 7.5 per cent will be directed to operating expenses and 2.5 per cent to two newly designated funds: a teaching and learning enhancement fund and a supplemental financial aid fund.

"These increases represent a significant improvement in our financial situation from where we started this year," said Bruce Gellatly, vice-president, Administration and Finance.

Photo by Media Services

Wild Thing

Dean of Pharmaceutical Sciences John McNeill belts out his rendition of the 60s rock'n roll classic during a karaoke festival Oct. 17, held in aid of UBC's annual United Way campaign. McNeill, and several other campus crooners, helped raise $250 toward this year's goal of $280,000. Over 1,100 faculty and staff have donated more than $180,000 to date. Pledges to the campus United Way appeal are still being accepted.

Senate urges removal of administration fee

By GAVIN WILSON

UBC's Senate will ask the federal government to rescind the three per cent administrative fee on Canada Student Loans that was introduced this year.

Kelly Guggisberg, AMS director of external affairs, told Senate the "guarantee fee" on the federal portion of student loans hits hardest at those who need it most.

With the new fee, students who received the maximum loan of $7,140 — which is split evenly by the federal and provincial governments — must pay $107. Students pay the fee only on the federal portion of the loan.

About 7,000 UBC students depend on loans to help them cover the expenses of attending university.

Dan Worsley, assistant director of Awards and Financial Aid, said the new fee has been widely criticized by student financial aid offices across the country.

"It means that some students will be out $107 in living expenses for the year, and that's a couple of weeks of groceries. It is unfair," he said.

The fee was approved in August to help the federal government recoup losses on defaulted student loans.

Worsley said that if the federal government is concerned about the high rate of defaults, it should do a better job of educating students on the requirements of the Canada Student Loan program.

Inside

NOT JUST A MEAL TICKET: Ravindra Shah sees education as more than a ticket to job security. ***Profile, page 3***

IMMIGRATION IN CANADA: UBC Assistant Professor Dan Hiebert examines the impact of Canadian immigration policies. ***Forum, page 6***

GENERAL BA: The General BA program encourages benefits of interdisciplinary study. ***Page 8***

Campus observes Remembrance Day

UBC will close on Monday, Nov. 11, in observance of Remembrance Day.

No classes will be held and the university's libraries will be closed.

The Subway cafeteria will be closed on Saturday, Nov. 9, in addition to Nov. 11 when all Food Services outlets on campus will close, with the exception of two residence dining rooms.

The Totem Park cafeteria will be serving an a la carte menu between 8 a.m. and 7 p.m., while the Place Vanier dining room will serve full meals, opening for breakfast between 8 - 11 a.m., lunch from 11 a.m. - 2:30 p.m. and for dinner from 4:30 - 7 p.m.

A Remembrance Day service, open to the public, will be held in the foyer of the War Memorial Gym on Nov. 11 at 10:45 a.m. Faculty of Arts Professor Ian Slater, author and managing editor of Pacific Affairs, will give the address. President David Strangway will read the scripture and music will be provided by the UBC Brass Quintet.

UBC ranked 7th in survey

By GAVIN WILSON

UBC is ranked as the best university for undergraduate arts and science students in Western Canada and seventh best in the nation in a survey conducted by Maclean's magazine.

In the same report, Canadian university presidents ranked UBC fourth best in the country.

Maclean's also ranked UBC number one in Canada for varsity sports, based on the 1990-91 results of national finals in men's and women's competitions.

UBC President David Strangway is one of six university presidents profiled in the 41-page special report in the magazine's Oct. 21 issue.

The main categories used in the ranking were students, faculty, financial resources and reputation, as they affected undergraduates in Arts and Science.

"It was an interesting process that was used. I hope that next time the data are collected from the universities by Maclean's on a more consistent basis. There were many inconsistencies in the statistical data," said Strangway.

Brain scanner one of a kind in North America

By CONNIE FILLETTI

A new $3-million brain scanner is the latest weapon being used by UBC scientists in the war against neurodegenerative diseases such as Parkinson's, Huntington's, Dystonia and Lou Gehrig's disease.

The positron emission tomography (PET) scanner — recently acquired by the UBC site of University Hospital —is the only one of its kind in North America.

It will allow medical researchers to measure, for the first time, the functioning of small, distinct areas in the human brain.

"The PET scanner develops images utilizing radiation emitted by the patient, who has been injected with a radioactive pharmaceutical that closely resembles a natural substance used by the body, such as glucose," explained Thomas Ruth, director of the UBC/TRIUMF PET program.

"The information is then fed into a computer to be reconstructed into a map or picture of the patient's brain where the radioactivity originated."

Ruth added that the scanner requires an even lower level of radiation than its predecessor, which was built at TRIUMF, and used in brain research at UBC since 1983.

Patients would be exposed to radiation levels comparable to, or less than, those from other medical procedures such as having an X-ray, he said.

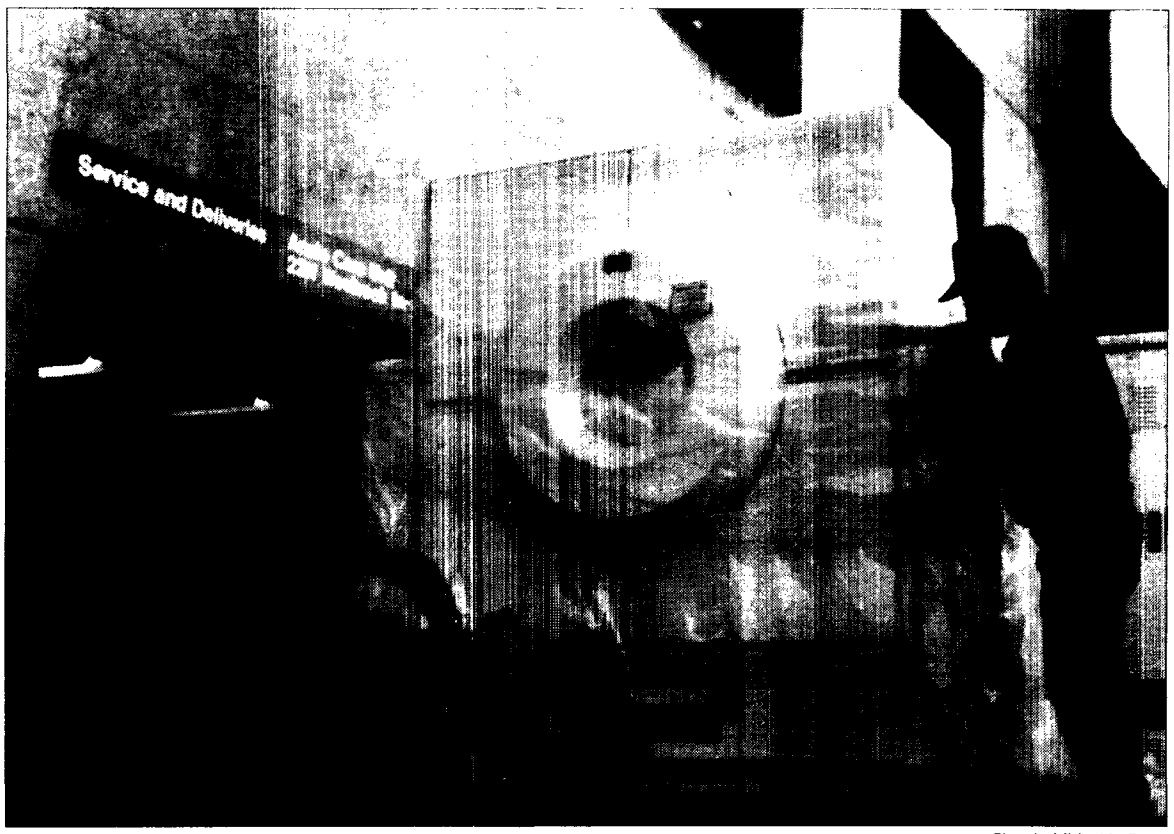


Photo by Michael La Brooy

Still in its wrappings, the new PET scanner arrives at University Hospital, UBC Site. The $3-million machine will be used for research into neurodegenerative diseases.

"In the case of Parkinson's, we can now attempt to detect the disease prior to the onset of symptoms," said Dr. Donald Calne, head of Neurology at the UBC site of University Hospital.

Calne directs a multi-disciplinary team of researchers recently awarded $6.1 million by the Medical Research Council of Canada (MRC) to establish a Neurodegenerative Disorders Centre.

He said that PET scanning will allow the team to examine, in the case of Parkinson's, the relationship between treatment and changes in the brain, and the effect of different forms of the disease on the brain.

In addition, Calne plans to use the new scanner to examine more accurately and precisely the effect of normal aging in the brain. He hopes the research will lead to an understanding of the pathological mechanisms for neurodegenerative disorders, and help to establish rational ways for the development of new treatments.

Ruth said that because PET scanning makes use of radioisotopes, which have very short life of anywhere from two minutes to two hours, a PET facility must have a source of these radioisotopes close at hand.

"PET radioisotopes are produced by an accelerator such as a cyclotron," Ruth explained. "The TRIUMF facility, with its three cyclotrons, represents the most powerful source of radioisotopes in the world. The strong collaboration between TRIUMF and the UBC Neurodegenerative Disorders Centre in the PET program was a major factor in the MRC's decision to fund the tomograph and research."

Additional funding was provided by the President's Office, the B.C. Ministry of Health and Siemans Canada Ltd.

Effects of job loss on middle-aged workers studied

By ABE HEFTER

Losing your job can lead to personal and professional turmoil. In the middle-aged worker, the loss could be even more devastating.

The psychological impact of unemployment in middle aged people is the subject of a study being conducted by Commerce and Business Administration Professor Larry Shetzer.

The study will look at the experience of unemployment at the psychological level and the impact it has on career development on men and women in the over 45 age bracket.

"An important feature of this study is the fact that it will look at both men and women," said Shetzer. "Most studies of unemployment done in the past have focused primarily on men in the 20 to 30 age bracket."

Shetzer said people in their 40s have different employment needs that are only beginning to be studied. They also face different problems associated with unemployment.

Research has shown that older people stay unemployed longer and have a harder time getting hired again. In addition, some of their skills are becoming obsolete and retraining isn't always easy.

"Factors surrounding job loss, like termination arrangements, severance packages and career counselling opportunities, as well as the level of support received from family, friends and peers, all lead to positive or negative effects on career development in the long term," said Shetzer.

Shetzer has been working to contact about 500 unemployed people to take part in an anonymous, written survey, in conjunction with a Vancouver job counselling service. The individuals have been unemployed in the last two years.

The survey contains questions about employment and job loss; the person's attitudes towards work-related issues, health and well being; the experience of being unemployed, and job search.

"People in their mid-40s represent the front end of the baby boom," said Shetzer. "Demographics suggest that the number of younger people entering the workforce is shrinking, making older people potentially more important to the work force.

"It is important that we understand the unemployment experience in these individuals and the effect it has on future employment," he added.

Construction noise to be avoided during exams

By GAVIN WILSON

Gage Towers residents who say their studies were interrupted by "hammering, blowtorches and loud music" last spring can look forward to peace and quiet during exam period this year.

Acting on complaints made by students living in Gage Towers, Senate will urge Campus Planning and Development to avoid renovations and repairs to student residences during exam periods.

But Tim Miner, director of Campus Planning and Development, denies that the job that led to the complaints was conducted during exams last term.

Earlier this year, a roofing company was contracted to tar the roof of the conference centre at Gage Towers, home to more than 1,300 students.

Students complained that work proceeded during the exam period, but Miner said records show work was completed in March, before exams began.

Student Senator Julie Lahey said the work proceeded despite the 24-hour quiet period enforced in university residences during exams.

Miner said that, in the past, some work may have taken place during exams, and his department will exercise additional caution in future.

Advertise in UBC Reports

Deadline for paid advertisements for the November 14 issue is noon, November 4.

For information, phone 822-3131

To place an ad, phone 822-6163

REQUEST FOR NOMINATIONS FOR THE PRESIDENT'S ADVISORY COMMITTEE ON THE STATUS OF WOMEN

Florence Ledwitz-Rigby, Advisor to the President on Women and Gender Relations, is forming a committee to advise the president on the status of women at UBC. Individuals are invited to apply or to nominate someone else for membership on the committee.

While the committee will be modest in size, it should be representative of the women staff, faculty and students, and be composed of individuals who are committed to creating a positive climate on campus for all women.

Send nominations to Dr. Ledwitz-Rigby, Old Administration Building, Office of the Vice-President, Academic.

UNIVERSITY OF BRITISH COLUMBIA

The Evaluation of Teaching at UBC in 1991

The final report of the Senate Ad Hoc Committee on Teaching Evaluation (1990)

The Senate *Ad Hoc* Committee on Teaching Evaluation (1990) was established by motion of Senate passed on October 10, 1990:

> *Whereas the Senate wishes to affirm its continuing interest in the value of excellent teaching, be it resolved that Senate establish an ad hoc committee to review the policy, administration and use of teaching evaluations in consultation with the Faculties and students and report back to Senate on its recommendations.*

Having conducted the review called for in this motion, we find that, while the University can show that formal teaching evaluation is done in every Faculty, its effectiveness is sometimes open to question and the effort expended in doing it is seen by many students as wasted.

Our report is in three sections. The first provides some necessary background, the second summarizes our findings and the third presents our conclusions and recommendations. A listing of all our recommendations follows this third section and material amplifying or illustrating the text is provided in the appendices.

I. TEACHING EVALUATION AT UBC: CURRENT REGULATIONS, PREVIOUS REVIEWS, AND THE APPROACH OF THE PRESENT COMMITTEE

Three kinds of background information are necessary for an understanding of our findings and recommendations. These are information on (1) the current regulations governing the evaluation of teaching at UBC, (2) the findings of previous reviews and (3) our own approach.

I.1 Current Regulations

There are currently two kinds of formal specification about the evaluation of teaching, one in the *UBC Faculty Handbook* and the other in the form of recommendations approved by Senate. Both are reproduced at Appendix A.

Teaching is, of course, only one of the activities expected of a faculty member and the evaluation of faculty members' performance includes assessments of scholarly activity and service as well as of teaching. The *Faculty Handbook* (section 4.02) defines "teaching", and for its evaluation specifies the criteria and permits a range of methods, requiring only that when student or colleague opinions are sought, they shall be sought by formal means. The motions of Senate require the annual evaluation of faculty members and specify that it shall include teaching evaluation and that the results of the teaching evaluation are to be considered in reappointment, promotion and tenure decisions. The Senate motions assign to individual Faculties the responsibility for deciding the timing and form of evaluations as well as the instrumentation and procedures for their administration. The two most recent motions (added in 1983) protect the anonymity of student responses in the evaluations of teaching.

While the requirements in the *Handbook* are in the hands of every faculty member, the specifications of Senate are published only in Senate minutes, unless some person or group chooses to circulate them for particular purposes (they are reproduced, for example, in several departmental or Faculty minutes dealing with teaching evaluation policy).

I.2 Previous Reviews

Concern with the evaluation of teaching at UBC is not new. Since 1974 there have been three *ad hoc* committees of Senate (of which ours is the third) established to address the subject. In addition, there has been a President's Committee on Teaching Evaluation, at least one survey of the Faculties' evaluation practices by the President's office, and a survey by the Student Senate Caucus. Appendix B lists these initiatives, showing the kind of data they used and a summary of their results.

From an examination of these reviews we may make a number of observations:

(a) There is an underlying concern (explicit in some reviews, implicit in others) for the quality of teaching. Evaluation is seen as a means to the improvement of teaching at UBC.

(b) Evaluation is also seen (especially by the 1978 committee and the Senate of the day) as a necessary component of decision making for reappointment, promotion and tenure.

(c) There has been a change over seventeen years from a quasi-voluntary participation in teaching evaluation to a required participation, and the use of student questionnaires is now universal across the campus.

(d) There has been a reluctance to impose central regulation of methods for evaluation upon Faculties.

(e) Attempts to monitor the evaluation of teaching have not worked. The 1978 recommendation that Faculties submit a report of their evaluation activity to a Senate committee was set aside because the then active President's Committee was seen as a suitable recipient of such reports and because the then Chairman of Senate undertook to inform Senate of what the Faculties had done. In the event, the President's Committee ceased to function and the Chairman of Senate never did give a report. No committee of Senate has been charged with monitoring the regulations adopted by Senate in 1978.

(f) Concern with the evaluation of teaching persists. The existence of at least six reviews of one kind or another in seventeen years suggests that in some sense the evaluation of teaching is a problem that won't go away.

I.3 The Approach of the Present Committee

The previous reviews of teaching evaluation have all examined the policies and procedures used in Faculties and Departments. Some have obtained faculty members' opinions. None has sought a broadly-based range of student views on UBC's teaching evaluation. It was, however, a student initiative which led Senate to establish the present committee. The motion which was carried in Senate was proposed and seconded by student senators and was born of some uneasiness in the Student Senate Caucus about the adequacy of the teaching evaluations on campus. It seemed wise, therefore, to ensure that student views were obtained for the present examination, in addition to information about Faculty practices.

Accordingly, the committee obtained two kinds of data:

(a) A statement by each Faculty (and, where appropriate, each Department or School) about its policies and practices concerning teaching evaluation.

(Our request for information included a request for copies of any evaluation instruments used and for comments about the use of the results. The letter of request is included at Appendix C.)

(b) Student responses to a fourteen-item questionnaire which asked for their overall opinion of teaching evaluation at UBC as they had experienced it, and also sought their views on the procedures for evaluation, the instruments used for it and the use made of the results.[1]

(Responses were received from over two thousand students enrolled in 3rd and 4th year undergraduate courses in the 1990–91 winter session. The distribution of respondents across programs matched closely the enrollments in three groups of undergraduate programs: Arts, Science and "Other". Descriptions of the method of questionnaire design, sample selection, and data collection as well as of the characteristics of respondents are included at Appendix D, as is a copy of the questionnaire itself.)

II. FINDINGS OF THE PRESENT REVIEW

We deal first with the responses from Faculties, Schools and Departments and second with the results of the survey of student opinion.

II.1 Policies and Practices of the Faculties, Schools and Departments

In the Faculties of Arts, Graduate Studies, Science and Medicine, teaching evaluation is an activity devolved to the departmental level. In all other Faculties, it is done on a Faculty-wide basis, except that the two schools in the Faculty of Applied Science (Architecture and Nursing) carry out their own separate procedures. There are thus sixty-five different administrative units which design and carry out teaching evaluations.[2]

A response to our letter of inquiry was received from each of these units.[3] The response included in most cases a covering letter answering our specific questions, copies of relevant policy statements or regulations and copies of the evaluation instruments used. In eight units, the matter of teaching evaluation is currently under review and we received either no material or an interim set.[4] The entire compilation of what we received will serve as a useful reference for units wishing to review their practice and we shall be recommending that it be lodged in some centrally accessible location.

Our findings from the review of this material are summarized in the following notes which are grouped under appropriate headings.

II.1.1 Policies and Practices in General

(a) All units engage in the evaluation of teaching.

(b) Most do so in conformity with the motions contained in Senate Minutes (see Appendix A). There are, however, two kinds of exception: (i) many student evaluation instruments do not carry a note to the effect that remarks might be printed so as to preserve anonymity and (ii) two units do not require teaching evaluation to be done annually—in one case the departure from the requirement is well rationalized and in the other the procedures are thorough enough to indicate that the quality of evaluations is not compromised.

(c) In some units the management of teaching evaluation is done by the Head. In larger units it is often delegated to a particular faculty member. In some cases, units have Teaching Evaluation Committees to oversee the process and in a few cases these committees include students or invite student input.

(d) In all cases there is a statement (in the letter, or in one or more of the documents) to the effect that the results of teaching evaluation are considered in decisions about reappointment, promotion and tenure. In relatively few cases, however, is there a statement about their being used for the improvement of teaching.

II.1.2 The Use of Peer Evaluation

(e) Only twenty-seven of the sixty-five units mention peer evaluation in their response letters or their documentation. Two of those say that they do not do it in a formal way.[5]

(f) There is wide variation in the way in which peer evaluation is described. Most frequently it is said to be used only for decisions about reappointment, promotion and tenure. In a few cases it is used "when there is a problem". In a few other cases, by contrast, peer evaluation is seen as an integral part of the entire evaluation process and in two cases it is one of the instruments for the improvement of teaching.

(g) Requirements for the conduct of peer evaluation also show wide variation. Some specify only classroom visits. Others may call for classroom visits and interviews with students or the instructor, or both. Some ask that colleagues examine all aspects of teaching, others that they concentrate upon the integrity and currency of course content. In some units, a peer review committee is asked to consider not only its own observations of an instructor's teaching, but also to assess the student evaluations which have been received.

II.1.3 Procedures for Evaluation by Students

(h) In most cases the procedures specified for the administration of student evaluations promise to be effective and include the kind of safeguards which allow students to be assured that the process is fairly managed, that their evaluations are unlikely to be tampered with, and that they need not fear reprisals from an unfavourably rated instructor.

(i) With respect to such safeguards, however, there are two striking exceptions. In one unit, an instructor who chooses to do so may select a questionnaire of his or her choice, administer it, and take sole responsibility for depositing the results in the file. In the other unit, the regulations call for the instructor him or herself to collect the evaluations, calculate the mean scores, summarize the comments, and submit the results to the head of the unit for filing.

---

1 We are grateful to the Office of the Vice President, Academic for support in covering the direct costs of the survey, and to Professors Frank Echolls and Doug Willms for their technical assistance. The survey was managed by the Educational Measurement and Research Group (EMRG) housed in the Faculty of Education.

2 Technically, the Faculty of Science itself should count as a sixty-sixth unit because it does have a teaching evaluation form designed for Faculty-wide use. All procedures in Science, however, are designed and handled at the department level and the use of the Faculty-wide form is optional in departments. Our analysis accordingly does not treat the Faculty of Science as one of the sixty-five units which have designed their own policies and procedures.

3 In most cases we received a response directly. Some Deans asked the Office of the Associate Vice-President to make available to us the responses they had submitted for his 1989 survey. In the Faculty of Medicine, departmental responses were collated by the Dean's Office and forwarded to us as one batch.

4 The Schools of Audiology & Speech Sciences and Rehabilitation Medicine; the departments of Linguistics, Slavonic Studies, Theatre & Film, Family Practice, Health Care & Epidemiology and Pediatrics.

5 Since the requirements of the Faculty Handbook and of the Senior Appointments Committee are such that some "peer" consultation is required in reappointment, promotion and tenure cases, and since those cases also require the evaluation of a candidate's teaching, the lack of mention of peer evaluation in the material submitted by thirty-eight of the sixty-five responses suggests that people tend to think only of student evaluations when "teaching evaluation" is mentioned.

The Evaluation of Teaching at UBC in 1991

(j) There are some indications that, documents and regulations notwithstanding, the administration of student teaching evaluations does not always work smoothly every year in all units.

II.1.4 Instrumentation for Evaluation by Students

(k) Of the fifty-eight units whose instruments were available to us, fifty-three used questionnaires which not only asked students to rate various items on a numerical scale, but also invited comments. Four used a form which requested only comments and one used an instrument which required numerical answers with no invitation to add comments.

(l) Forty-nine of the instruments included a question which asked for the student's overall view of the quality of either the instructor's teaching or the course, or both. Nine had no such question.

(k) Fifty-four of the instruments asked students to rate a number of specific elements of teaching performance. Of the four open ended response forms, one suggested examples of topics for response.

(l) Half of the instruments contain wording which gives the students one or more reasons why they should answer the questions. Half simply tell the student to answer the questions.

(m) There is an enormous variety in the appearance and content of the instruments which we examined.

(n) The reasons for some of this variety are clear: certain questions needed in some disciplines are quite inappropriate for others. For other aspects of the variation, however, the reasons are less clear. Some instruments appear to have been developed a number of years ago and not revised, others are described as new. The number of questions to which students are asked to respond ranges from one to forty and the elements of teaching which the questions encompass range from the ordinary to the inspirational—from "being on time for class" to "makes me want to read more on my own". Some instruments are unattractive, difficult to read and with inadequate space for the comments they request. Others are attractive, even stylish, and seem to invite a response.

II.1.5 The Use and Disposition of the Results of Student Evaluations

(o) As noted above, all units use the results in making decisions about reappointment, promotion and tenure, and relatively few explicitly state that they are for the purpose of improving teaching. One may infer from the fact that instructors receive the results that they use them as a means to improve their teaching, but it is the rare unit which describes ways of facilitating this, let alone insisting upon it. Some heads of units, however, do note that they use the results as a means of becoming alerted to problems, and others note that they will discuss poor ratings with instructors who receive them.

(p) In one case, a respondent adds a third use. The results are used (he presumes) by students in selecting courses.

(q) In the majority of cases, students are not told what their evaluations are used for. Of the twenty-nine student evaluation instruments which provide students with a reason why they are asked to evaluate, only about half note that the results will be used in improving teaching and in making personnel decisions. The remainder give reasons such as "this is the way we evaluate our instructors".

(r) A distinction is frequently made between the scores derived from numerical rating scales and the comments written in open-ended sections of the questionnaires. In many cases, a statement indicates that the comments are for the instructor's eyes only.

(s) In all cases, the documentation states or allows one to infer that the numerical results are given to (or available for) the instructor and the head of the unit. In some units they are also passed to the person who chairs a committee charged with the responsibility for reappointment, promotion and tenure cases or with decisions about merit awards and prizes.

(t) In most cases the results are not available to anyone outside this circle. Twelve of the sixty-six units, however, make the numerical results available to students and in one of them the department's policy notes that they are to be available "to any interested member of the UBC community". The extent to which this wider availability is made known varies. In one case, printouts are placed in the student lounge; in another they are openly available for inspection in the central office. In other units, the results are available, but their availability is not "posted on the bulletin board" and in one case availability to students is by means of a copy being sent to the local student association.

II.2 The Views of Students

The total number of usable responses to the student survey was 2,308. Three kinds of analysis were performed on these responses: (i) an analysis of the scores of all respondents on each item, (ii) cross tabulations and (iii) a content analysis of the written comments. Each of these is dealt with separately in the following paragraphs, and the supporting statistics are given in Appendix E.

II.2.1 The Item Response Patterns

We can condense the responses to each of the questionnaire items into four kinds of finding. The first deals with question 2 on the questionnaire which asked for an overall judgement of the way UBC evaluates its faculty members' teaching. Each of the remaining three kinds of finding deals with one of the groupings of questions 3 to 12 (the procedures for evaluation, the content of the instruments and the use made of the results).

(a) The Overall Judgement

The second item on the questionnaire asked, "Overall, how would you rate the way UBC evaluates its faculty members' teaching?".

Setting aside the 241 cases in which respondents either did not answer this question or used a "Do not know" response, the results fall fairly neatly into three categories. Thirty-four percent rated UBC's teaching evaluations as in the "Good" to "Excellent" range, slightly less than thirty-five percent rated it as "Just Adequate" and almost thirty-one percent as in the "Less than Adequate" to "Very Poor" range.

The fact that this latter (31%) group is slightly smaller than the other two belies the message given by the number of scores at the extremes: more than five times as many students give a "Very Poor" rating as give an "Excellent" one.

(b) The Procedures Used

Three questions pertain to the procedures used in the evaluation of teaching. Students were asked to indicate the extent to which they believe it to be true that they are asked to evaluate teaching (question 3), that the procedures ensure that the completed evaluation forms cannot be fiddled with (question 4), and that they can give honest evaluations of poor teaching because the procedures ensure that there can be no reprisals from the instructor (question 5).

A comparison of the "I do not know" responses for these three questions shows that whereas very few students said they did not know how true it was that they were asked to evaluate teaching, a full twenty-five per cent of them said they were ignorant of whether or not the procedures ensured that there could be no fiddling and almost ten per cent did not know whether they ensured no instructor reprisals for unfavourable evaluations.

Of those respondents who were prepared to provide ratings on these questions, the majority (almost 81%) thought it was often, usually or always true that students were asked to evaluate teaching, and that instructor reprisals were unlikely (80.5%). A slightly smaller majority (71.5%) used those categories to describe their belief about the effectiveness of procedures in ensuring that evaluations could not be tampered with.

(c) The Instruments Used

Two questions asked for respondents' views on the quality of the instruments used to obtain student evaluations of teaching. Question 6 asked whether the forms used provided adequate opportunity for students to express their views and question 7 asked about the extent to which they covered what respondents thought was important about teaching.

Few respondents in either question said they did not know. Of those that did have an opinion, the majority (61.6%) felt that it was often, usually or always true that the forms provided adequate opportunity for the expression of their views and a smaller majority (53.2%) chose these categories to describe the extent to which the forms used covered what they thought was important about teaching.

For both these questions, the results are somewhat less favourable than in the case of the questions dealing with procedures. Here we find about twenty percent of respondents in each question rating the content of the forms in the lowest three categories.

(d) The Use Made of the Results

The last five questions all bore in one way or another on the use made of the evaluations of faculty members' teaching. The first of them (question 8) is different from the others and asks about the impact of teaching evaluations.

Over twenty-eight per cent of respondents said they did not know to what extent it was true that the evaluations had an impact on improving teaching. Of those that did answer, almost two thirds (64.9%) said that it was never, rarely or not often true.

Question 11 asked to what extent it was true that the results of the evaluations were available to provide information to students and most said either that they did not know (30.1%) or that it was never, rarely or not often true (54.4%).

Questions 9, 10 and 12 asked to what extent respondents thought it was true that results were used to inform decisions about contract renewal, promotion and tenure, to recognize meritorious teaching, and to provide helpful feedback to instructors.

Large numbers of respondents said they did not know (52.3%, 45% and 32.4% respectively for the three questions). Of those that claimed to know, most (57.2%) felt that it was never, rarely or not often true that results were used to inform personnel decisions. With respect to the use of results to recognize meritorious teaching, about a third of those who responded with a score fell into each of the low, medium and high categories. In the matter of the results as providing feedback to an instructor, almost half felt that it was always, usually or often true that such was the case.

II.2.2 Cross Tabulations

Cross tabulations were carried out of responses grouped according to the year and the program area in which students declared themselves to be.

The analysis showed that little difference in mean scores is attributable to what year a student was in. There are some differences, however, in the mean scores of responses grouped by program area. Because of the small cell sizes in several of the categories and because students were asked to consider evaluation in the Department in which they had taken most of this year's courses rather than in the Faculty to which they belonged, we are not inclined to base conclusions on these results. They may, however, be usefully provocative for the Faculties and program areas involved, and for this reason we have included the tabular results in Appendix E.

II.2.3 The Written Comments

Forty-two per cent of the respondents used the Comments section of the questionnaire to write one or more comments. The 969 questionnaires which contained such material were carefully read and each comment noted. The total number of comments was 1,129 and each could be classified into one of six categories: the use of the evaluations, the procedures followed, the content and design of the instruments, the non-availability to students of results, positive comments and "other". Appendix F displays the categories and the number of comments in each.

Almost half of all comments had to do with the use to which the evaluations are put. Comments about the procedures, the instruments and the non-availability of results together accounted for just over forty percent. Only nineteen of the comments were positive and in two thirds of those, the favourable observation was accompanied by an offsetting criticism. We present below a representative sample of the comments.

It seems to me that the issue is not whether or not the courses are well evaluated, but rather whether those evaluations are acted upon. It seems to me there is scant evidence of this.

Some instructors have expressed that they have already received promotion and tenure, and therefore the evaluation does not do too much in the eyes of students.

We have been concerned about a certain prof's teaching for the past two years and nothing has been done to change it—in fact she came down on us for it.

I really wish students' evaluation, when repeatedly negative (for a particular instructor), would have an impact on contract renewals, but I doubt it matters at all. If the evaluations are not seriously considered, then why do we have to evaluate?

Teaching evaluations—I usually consider them as a waste of my time as do most other students I study with. I often wonder of what good these evaluations are. Who exactly looks at them? I often feel that these evaluations are done for the sake of doing them—not really for the purpose of learning anything from them.

Students are not given any information about teaching evaluations at UBC. Are evaluations performed on everyone? Are poor lecturers asked to take a course or seminar on teaching methods?

I keep filling out evaluations about bad profs, but they still keep on teaching. This is not a bitter response over bad grades (I'm fairly satisfied with my grades) but an accurate analysis of a useless procedure.

On a few occasions I have experienced with a class that we felt a certain professor had used insulting teaching methods in class, yet every year he is still here and every year I hear that his class has given him a poor evaluation.

I find that teacher evaluations are not given out consistently. Why do some profs neglect to give evaluations? Aren't they mandatory?

Often professors don't give enough time to fill out the evaluations, especially controversial professors who may not want lengthy negative comments written by students.

Teachers should not see them before the final exam. Somehow mine always do.

It is not fair that some professors ask their students to be generous with their evaluations because salary increases and contract renewals are at stake.

[The instruments] need to deal more with the attitudes of professors rather than stressing attendance and preparedness.

The concept is right but the [evaluation] form is weak. We need categories about ability to teach and attitude in order to evaluate a prof on a form.

We never receive any feedback as to the results of the questionnaires. For all we know they immediately go into the garbage can. It would be helpful to have a summary evaluation posted on each teacher at years end based on the questionnaire.

I can honestly say that only two out of my five professors do really know how to teach ... almost every T.A. can't even speak English, let alone teach.

III. CONCLUSIONS AND RECOMMENDATIONS

At the conclusion of our discussion of the previous reviews of teaching evaluation we noted that in some sense the evaluation of teaching is a problem that won't go away. It is now clear, however, that the root problem is not inadequate evaluation of teaching, but inadequate action on what the evaluation reveals.

UNIVERSITY OF BRITISH COLUMBIA

The Evaluation of Teaching at UBC in 1991

This root problem is the key one which we have identified. A second kind of problem is the variation in the quality of the way teaching evaluations are done. A third is the problem of ensuring that those most affected by teaching, the students, know that their input is seriously sought and seriously considered. Our recommendations deal with each of these kinds of problem in turn. A fourth group of recommendations deals with the implementation of changes.

III.1 The Problem of Inadequate Action on What Teaching Evaluation Reveals

Appropriate action resulting from superior evaluations of teaching performance seems now more frequent than it perhaps once was. The University has extended its system of teaching awards and several Heads have noted that they use evidence of meritorious teaching as a component of arguments for merit pay as well as in building cases for reappointment, tenure and promotion.

Action which follows poor assessments of teaching performance, on the other hand, is seen to be absent or inadequate. We recognize that the collective agreement specifies the necessary actions in extreme cases of poor performance—those which are likely to lead to termination. Most cases, however, are not so extreme and action is at the discretion of heads of units. This can often mean that little or no action is taken at all, and all too frequently, any action which is taken is either ineffective or seen to be so.

If this is to be remedied, two aspects of the "appropriate action" issue need to be considered: who acts and what the action should be. We believe that action is needed both by heads of units and by instructors themselves. We see also that two kinds of action are possible in the realm of discretionary action: action to improve teaching and action leading to the best use of different kinds of available teaching talent and the avoidance of unsuitable assignments.

With respect to the improvement of teaching, we note that a variety of services is available through the Faculty Development Program (a project sponsored jointly by the President's Office and the Faculty Association). These services have been well received by those who have used them. Help is available for those who want to analyze their own teaching in general as well as for those who are interested in developing some particular aspect of what they do in the classroom. A new venture is focussing on productive uses of peer evaluation, and consultation with experts out of one's own department can also be arranged.

From these observations come our first three recommendations:

1. That Deans, Directors and Department Heads take some action in response to results which show less than satisfactory teaching performance, that a report of such action be submitted annually to the Vice President (Academic) in the case of Deans and to the Dean in the case of Directors and Heads, and that the Vice President (Academic) provide annually to Senate a summary of these reports.

2. That instructors whose evaluation results are less than satisfactory be strongly urged to avail themselves of services such as those available (or being developed) through the Faculty Development Program.

3. That Deans, Directors and Department Heads actively consider differentiated staffing so as to allow different kinds of teaching strength to be appropriately used.

III.2 The Problem of Variation in the Quality of Teaching Evaluation

It has been a sine qua non of UBC's approach over the years that there should be no imposition of university-wide rules about how teaching evaluation is done. While we see the need for Faculty and departmental autonomy in some respects, we are alarmed at the extent to which there is variation across the campus. Our alarm stems not from the fact of variation, but from the way it has allowed a few poor procedures and indifferent instruments to persist. While there are some instruments which are excellent, a number of others give the appearance of having been made in Faculty meetings at a time when rules of thumb were all that were available for guidance. Expertise is available now in several places on campus and some of the more recent instruments are clearly the result of its use.

We believe that all units would have much to gain by examining the range of documents which we have had available to us. We believe also that some basic minimum standards of quality should be required in evaluations, and that the fairness of their administration should be above suspicion.

Accordingly we make two recommendations:

4. That the collected policies and instruments now in the possession of the Committee be made available for perusal by Deans, Directors, Department Heads and interested members of the University community.

5. That Deans, Directors, Department Heads and members of relevant committees review the procedures and instruments for the evaluation of teaching in their units and, where necessary, obtain expert help in their revision so as to ensure that:

(a) Peer evaluation is appropriately and systematically used,

(b) Procedures for obtaining student evaluations are fairly managed and safe from intervention by the instructor who is being evaluated,

(c) Adequate time is allowed for students to complete evaluations,

(d) Results are not given to instructors until after they have submitted the final marks for the course or courses in which they are being evaluated,

(e) Instruments are of evident high quality and respectful of students' right to know why they are being asked to evaluate,

(f) Instruments include a question designed to assess the instructor's overall performance and include open-ended space for comment.

III.3 The Problem of Evaluation's Being Seen To Be Done and Well Used

It seems very clear that students in general do not really know that evaluation of teaching is required. They do not know how it is supposed to work. And they do not know what happens to their assessments. One comment received in response to our own questionnaire was to the effect that the writer had no more expectation of knowing what would come of this effort than of knowing what became of all the other comments he or she had written. There are at least three consequences of the University's failure to communicate well about evaluation: cynicism (which we have seen in some of the verbatim student responses), resentment that "nothing is done" about poor teaching, and a sense that the University does not put a high priority on teaching, whatever its public statements may say.

To prevent these consequences we believe that the ignorance of students about teaching evaluation in the University is something which needs to be changed. This will require an affirmation of policy, new action, and in some cases, a rethinking of present reasons for not acting. Accordingly, we make five recommendations:

6. That Senate cause the following statement to be inserted in the General Academic Regulations Section of the Calendar (p. 24, col. 2 of the 1991–92 Calendar):

The University recognizes the importance of high quality teaching for the academic preparation of its students and accordingly requires that instructors be annually evaluated by procedures which include provision for assessments by students.

7. That the instruments used to obtain student evaluations carry a copy of this statement and indicate clearly what the results of the evaluation are used for.

8. That Senate reaffirm its requirement for an annual evaluation of teaching, less because the pattern of results may change in one year, than because each year's students should have the opportunity to express their views.

9. That Deans, Directors and Department Heads give serious consideration to making statistical summary results of the evaluations in their units available for inspection by students and by other members of the University community who have a legitimate interest in them.

10. That all units give serious consideration to establishing committees whose function is to monitor the processes whereby teaching is evaluated and whose membership includes student representation.

III.4 Recommendations Concerning Implementation

We are not sure of the extent to which Faculties, Schools and Departments are aware of the kinds of problem which we have described here. It seems clear to us that there is no room for complacency at UBC about the way we handle the evaluation of teaching, and yet we have arrived at this view only as a result of the work we have done. It is unlikely that those who have not seen our data will share our concern. Implementation of a set of recommendations is more likely to the extent that people understand the reasons for the recommendations. It is also helped if there is a time set for it, and if some subsequent review is scheduled. Accordingly we make three recommendations:

11. That our report be circulated to Faculties, Schools, Departments and the AMS Students' Council, and that a copy be lodged in the Library.

12. That action based on these recommendations begin in January 1992.

13. That during the term of the Senate of 1993–96 there be established an ad hoc committee to review the progress made following these recommendations.

Finally, in accordance with the rules of Senate, we recommend:

14. That Senate discharge the Senate Ad Hoc Committee on Teaching Evaluation (1990).

J. Graham T. Kelsey, Co-chair
Faculty of Education
Orvin C. W. Lau, Co-chair
Student Member of Senate
Richard L. Chase
Faculty of Science
Manfred L. Hanik
Student Member of Senate
Stephen W. T. Mak
Student Member of Senate
Philip Resnick
Faculty of Arts
Minoru Sugimoto
Convocation Member of Senate
John Vanderstoep
Faculty of Agricultural Sciences
Wendy A. King
Student Member of Senate
Benjamin D. Prins
Student Member of Senate

Summary List of Recommendations

1. That Deans, Directors and Department Heads take some action in response to results which show less than satisfactory teaching performance, that a report of such action be submitted annually to the Vice President (Academic) in the case of Deans and to the Dean in the case of Directors and Heads, and that the Vice President (Academic) provide annually to Senate a summary of these reports.
2. That instructors whose evaluation results are less than satisfactory be strongly urged to avail themselves of services such as those available (or being developed) through the Faculty Development Program.
3. That Deans, Directors and Department Heads actively consider differentiated staffing so as to allow different kinds of teaching strength to be appropriately used.
4. That the collected policies and instruments now in the possession of the Committee be made available for perusal by Deans, Directors, Department Heads and interested members of the University community.
5. That Deans, Directors, Department Heads and members of relevant committees review the procedures and instruments for the evaluation of teaching in their units and, where necessary, obtain expert help in their revision so as to ensure that:
   (a) Peer evaluation is appropriately and systematically used,
   (b) Procedures for obtaining student evaluations are fairly managed and safe from intervention by the instructor who is being evaluated,
   (c) Adequate time is allowed for students to complete evaluations,
   (d) Results are not given to instructors until after they have submitted the final marks for the course or courses in which they are being evaluated,
   (e) Instruments are of evident high quality and respectful of students' right to know why they are being asked to evaluate,
   (f) Instruments include a question designed to assess the instructor's overall performance and include open-ended space for comment.
6. That Senate cause the following statement to be inserted in the General Academic Regulations Section of the Calendar (p. 24, col. 2 of the 1991–92 Calendar):
   The University recognizes the importance of high quality teaching for the academic preparation of its students and accordingly requires that instructors be annually evaluated by procedures which include provision for assessments by students.
7. That the instruments used to obtain student evaluations carry a copy of this statement and indicate clearly what the results of the evaluation are used for.
8. That Senate reaffirm its requirement for an annual evaluation of teaching, less because the pattern of results may change in one year, than because each year's students should have the opportunity to express their views.
9. That Deans, Directors and Department Heads give serious consideration to making statistical summary results of the evaluations in their units available for inspection by students and by other members of the University community who have a legitimate interest in them.
10. That all units give serious consideration to establishing committees whose function is to monitor the processes whereby teaching is evaluated and whose membership includes student representation.
11. That our report be circulated to Faculties, Schools, Departments and the AMS Students' Council, and that a copy be lodged in the Library.
12. That action based on these recommendations begin in January 1992.
13. That during the term of the Senate of 1993–96 there be established an ad hoc committee to review the progress made following these recommendations.
14. That Senate discharge the Senate Ad Hoc Committee on Teaching Evaluation (1990).

UNIVERSITY OF BRITISH COLUMBIA

The Evaluation of Teaching at UBC in 1991

APPENDIX A

Formal specifications about the evaluation of teaching at UBC (as of June 1991)

I. The Faculty Handbook

The *Faculty Handbook* (Conditions of Appointment, I, section 4.02, page C-6) reads as follows:

Teaching includes all presentation whether through lectures, seminars and tutorials, individual and group discussion, supervision of individual students' work, or other means by which students, whether in degree or non-degree programmes sponsored by the University, derive educational benefit. An individual's entire teaching contribution shall be assessed. Evaluation of teaching shall be based on the effectiveness rather than the popularity of the instructor, as indicated by his command over subject matter, familiarity with recent developments in the field, preparedness, presentation, accessibility to students and influence on the intellectual and scholarly development of students. The methods of teaching evaluation may vary; they may include student opinion, assessment by colleagues of performance in university lectures, outside references concerning teaching at other institutions, course material and examinations, the calibre of supervised essays and theses, and other relevant considerations. When the opinions of students or of colleagues are sought, it shall be done through formal procedures. Consideration shall be given to the ability and willingness of the candidate to teach a range of subject matter and at various levels of instruction.

II. Recommendations approved by Senate

Approved March 22, 1978:

• That annual systematic, objective and cumulative evaluations should be obtained for all faculty members and instructors, and for undergraduate courses for which this is practicable.

• That such evaluation include teaching evaluation, and that teaching evaluation be considered in reappointment, promotion and tenure decisions.

• That the timing and form of such evaluation be decided by each Faculty.

• That the evaluation instruments be developed and administered by the Faculties and/or departments concerned.

Approved May 18, 1983:

• That teaching evaluation forms should not require students to provide their name, student number or grade point average. (This does not preclude information such as Year, Faculty, Major, 1st/2nd/pass/fail.)

• That teaching evaluations bear a reminder that students may wish to print their remarks in order to avoid recognition of their handwriting.

APPENDIX B

Reviews of the evaluation of teaching at UBC, 1974–1991

1974 (Dec) Report (to Senate) of the Ad Hoc Committee of Senate (Chair: R. Daniells)

Described procedures in use; sought faculty members' views.

Recommended establishment of a President's Permanent Committee on Teaching Evaluation; this committee to set up a series of short courses on the improvement of teaching to be offered according to demand.

1977 (May) Report (to the President) of the President's Permanent Committee on Teaching Evaluation (Chair: R. Bulley) *

Primary objective: to advise the President on effective methods for improving the quality of teaching at UBC.

Chief recommendations:

• Teaching ability of all candidates for new positions should be assessed;

• Full and concrete evidence of teaching competence to be submitted in support of recommendations for promotion, tenure and merit pay;

• Establishment of an office to work with faculty members to improve their instruction;

• Faculties should submit an annual report to the Senate Committee on Teaching Evaluation showing which courses were evaluated, how, who has access to the results and what other methods were used in addition to evaluation by students.

1978 (March) Report (to Senate) of the Ad Hoc Committee on Teaching Evaluation (1976) (Chair: B. Moyls)

Surveyed Faculties' procedures and found (1) nearly all Faculties & Departments used student questionnaires and (2) the requirement for annual evaluation was not universal.

Recommended regulations which were adopted by Senate and are still (1991) current. Recommended also that Faculties report annually to a committee of Senate (this recommendation not adopted).

1983 (May) Report (to Senate) of the results of a survey of evaluation procedures conducted by the Student Senate Caucus (L. Smyth and S. Provost)

Surveyed policies & procedures used by Deans, Department Heads and Directors of Schools and the opinions of these people on the effectiveness and relevance of student evaluations of professors. Also sought the views of Presidents of Undergraduate Student Societies.

Recommendation resulted in the adoption by Senate of two additional regulations which are still (1991) current.

1989–90 Survey by the President's Office (A. J. McClean) of evaluation procedures used in each Faculty

1990–91 Senate Ad Hoc Committee on Teaching Evaluation (1990) (Co-chairs: J. G. T. Kelsey and O. Lau)

Whereas the Senate wishes to affirm its continuing interest in the value of excellent teaching, be it resolved that Senate establish an ad hoc committee to review the policy, administration and use of teaching evaluations in consultation with the Faculties and students and report back to Senate on its recommendations.

*** This Committee appears not to have met since 1977.**

APPENDIX C

Letter used to request information from deans, heads and directors

December 21, 1990

Re: Senate Ad Hoc Committee on Teaching Evaluation (1990)

We are writing as co-chairs of the Senate Ad Hoc Committee on Teaching Evaluation (1990). As a first step, the committee is trying to compile an inventory of the policies and practices currently used across the University for the evaluation of teaching, and we would like to ask for your help.

Specifically, we would be grateful for your responses to the following:

1. Does your Faculty have a written policy governing the evaluation of teaching? If so, please may we have a copy? If not, can you describe the practice normally followed?

2. Please may we have a copy of any instrument(s) used in the Faculty for data collection in teaching evaluation?

3. Please can you provide us with information (if it is not included in your Faculty's policy) about (a) the procedures whereby data collection instruments are used, (b) the disposition of, and access to results, and (c) the uses to which the results are put.

4. Please can we know the name of a contact person in your Faculty to whom we can go for further information if it should be necessary?

It would help our work greatly if we could have your response by January 31st. Please accept our thanks in advance.

Yours sincerely,

Orvin Lau
Graham Kelsey

(Note: The term "Faculty" changed to "Department" or "School" as appropriate)

APPENDIX D

Notes on procedures followed in designing the questionnaire and conducting the survey of students

These notes describe first the design of the survey instrument, second the methods used to select the sample of students and third the characteristics of those who responded.

1. The Instrument

A twelve-item questionnaire with space for respondent comments was used. It was developed in subcommittee, pilot tested by students from two classes and then reviewed by two faculty members with expert knowledge in questionnaire construction. A revised version was again piloted with a group of six students and final adjustments were made. The instrument was designed so as to permit machine scoring of all responses except the written comments.

A copy of the questionnaire is to be found immediately following these notes. It was designed to provide (i) information about the program and year in which the respondent was registered, (ii) the respondent's "overall" rating of the way teaching is evaluated at the University, (iii) student views about ten particular aspects of teaching evaluation, and (iv) any other comments the respondent wished to offer about teaching evaluation. The ten aspects of evaluation which were the focus of the third of these sections covered the procedures used to evaluate teaching, the content of the instruments used and the use made of the results.

Respondents were instructed that in making their judgements about the evaluation of teaching they were to think of the way they had experienced it in the department in which they were taking most of their courses this year. This instruction was designed to provide a reasonably tangible focal point for respondents, without limiting their consideration to the course they were taking at the time of the response. It was also designed to minimize the possibility that instructors might be disinclined to cooperate in the questionnaire's administration because they felt they themselves were being targeted.

2. The Sampling

The key considerations in deciding sample size were, on the one hand, the need for a big enough sample to give credible results, and on the other, the need to be attentive to costs and the difficulties of administering the questionnaire in such a way that all or most programs were included.

A target sample of close to 4,000 seemed to meet the first need. For the second, the Committee ascertained that Deans, Directors and Department Heads were willing to be the means of administering the questionnaire. The target population consisted of undergraduate students who were likely to have experienced teaching evaluations at this University over a period of more than one year. (There is evidence that the conduct of and response to teaching evaluation is somewhat different for graduate students.) An examination of class sizes in various faculties and years led to the decision to distribute questionnaires to students in selected 300 and 400 level courses. The number of questionnaires sent to each unit matched approximately the proportion of undergraduate students enrolled in those courses in that unit. We thus had an approximately proportionate sample of students enrolled in 300 and 400 level courses in all Faculties at UBC except the Faculty of Graduate Studies. A total of 3,970 questionnaires was distributed.

Batches of questionnaires were sent to Deans of those Faculties which used Faculty-wide evaluation procedures (all except Arts and Science), to Directors of Schools and to Department Heads in the Faculties of Arts and Science where departments manage their own teaching evaluations.† These administrators were asked to identify courses at the 300 and 400 level whose instructors were willing to allow the administration of the questionnaire, and to ask those instructors to administer the questionnaire to their students. Completed questionnaires were to be returned to the administrator or his or her delegate who would then return them in one batch to the Committee. Students who had already completed the questionnaire in another class were instructed not to do it a second time.

3. The Respondents

The number of questionnaires returned was 2,308, a response rate of 58 per cent. This was considered a very satisfactory return rate in view of the method used for the administration of the instrument which, in effect, interposed one, or in some cases two buffers between the Committee and the eventual respondent. More important than the return rate is the extent to which the pattern of returns reflected the target population. Table 1 shows the number of returns compared with the number of regular Winter Session students enrolled in the second and subsequent years of undergraduate programs, and clearly shows the close match between the numbers enrolled and the numbers responding.

The aim of obtaining respondents who had more than one year's experience of the way teaching is evaluated was also achieved. Just over seventy-seven per cent of respondents declared themselves to be in third or fourth year, almost thirteen percent were in second year (but this included some Education students whose second year of the Education program follows four years in other Faculties), and just under ten per cent showed themselves as fifth year or Graduate. First year responses accounted for less than one per cent of the respondents.

† Departments in the Faculty of Medicine also manage their own teaching evaluations. The Dean's Office, however, agreed that to have the questionnaires administered by Departments would yield unworkably low sample sizes, and accordingly the survey was done on a Faculty-wide basis.

Table 1
Enrollments in Target Population and Number of Questionnaire Returns

Program Area	Enrollment as of Nov. 1990 (excludes first year)		Survey Responses	
	No.	% of total enrollment	No.	% of total responses
Arts (a)	5826	37.5	861	37.3
Sciences (b)	4381	28.2	562	24.4
Other (c)	5324	34.3	859	37.2
Not known			26	1.1
Total	15531	100.0	2308	100.0

(a) Excluding Family & Nutritional Sciences and Social Work which are included in "other".

(b) Includes Science, Agricultural Sciences, and Applied Science (except for Architecture and Nursing which are included in "other").

(c) Architecture, Commerce & Business Administration, Dentistry, Education, Family & Nutritional Sciences, Forestry, Law, Medicine, Nursing, Pharmaceutical Sciences, Physical Education & Recreation and Social Work.

The Evaluation of Teaching at UBC in 1991

APPENDIX E
Statistical results from the survey of students

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Made comments	1	969	42.0	42.0	42.0
No comments	2	1339	58.0	58.0	100.0
	TOTAL	2308	100.0	100.0	

```
  COUNT     VALUE

    969     1.00 |XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
   1339     2.00 |XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
                 I.........I.........I.........I.........I.........I
                 0        12        24        36        48        60
                                   Percent
```

Valid Cases 2308 Missing Cases 0

1b. In what year are you registered?

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
1	1	17	.7	.7	.7
2	2	291	12.6	12.8	13.5
3	3	980	42.5	43.1	56.6
4	4	801	34.7	35.2	91.8
5	5	125	5.4	5.5	97.3
GRAD	6	62	2.7	2.7	100.0
	.	32	1.4	MISSING	
	TOTAL	2308	100.0	100.0	

```
  COUNT     VALUE

     17     1.00 |X
    291     2.00 |XXXXXXXXXXXXX
    980     3.00 |XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
    801     4.00 |XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
    125     5.00 |XXXXX
     62     6.00 |XXX
                 I.........I.........I.........I.........I.........I
                 0        10        20        30        40        50
                                   Percent
```

Valid Cases 2276 Missing Cases 32

1a. In what Faculty or program are you currently registered?

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Agricultural Science	1	24	1.0	1.1	1.1
Applied Science	2	240	10.4	10.5	11.6
Architecture	3	4	.2	.2	11.7
Arts	4	794	34.4	34.8	46.5
Commerce/Bus. Admin.	5	196	8.5	8.6	55.1
Dentistry	6	29	1.3	1.3	56.4
Education	7	136	5.9	6.0	62.4
Family/Nut. Science	8	51	2.2	2.2	64.6
Fine Arts	9	34	1.5	1.5	66.1
Forestry	10	46	2.0	2.0	68.1
Law	11	93	4.0	4.1	72.2
Medicine	12	105	4.5	4.6	76.8
Music	13	33	1.4	1.4	78.2
Nursing	14	43	1.9	1.9	80.1
Pharmaceutical Sci.	15	71	3.1	3.1	83.2
Science	16	298	12.9	13.1	96.3
Other	17	85	3.7	3.7	100.0
	.	26	1.1	MISSING	
	TOTAL	2308	100.0	100.0	

```
  COUNT     VALUE

     24     1.00 |X
    240     2.00 |XXXXXXXXXXXXX
      4     3.00 |
    794     4.00 |XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
    196     5.00 |XXXXXXXXXXX
     29     6.00 |XX
    136     7.00 |XXXXXXX
     51     8.00 |XXX
     34     9.00 |XX
     46    10.00 |XXX
     93    11.00 |XXXXX
    105    12.00 |XXXXXX
     33    13.00 |XX
     43    14.00 |XX
     71    15.00 |XXXX
    298    16.00 |XXXXXXXXXXXXXXXX
     85    17.00 |XXXXX
                 I.........I.........I.........I.........I.........I
                 0         8        16        24        32        40
                                   Percent
```

Valid Cases 2282 Missing Cases 26

2. Overall, how would you rate the way UBC evaluates its faculty members' teaching?

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Very poor	1	93	4.0	4.5	4.5
Poor	2	162	7.0	7.8	12.3
Less than adequate	3	390	16.9	18.9	31.2
Just adequate	4	720	31.2	34.8	66.0
Good	5	574	24.9	27.8	93.8
Very good	6	111	4.8	5.4	99.2
Excellent	7	17	.7	.8	100.0
	.	41	1.8	MISSING	
I do not know	0	200	8.7	MISSING	
	TOTAL	2308	100.0	100.0	

```
  COUNT     VALUE

     93     1.00 |XXXXXX
    162     2.00 |XXXXXXXXXX
    390     3.00 |XXXXXXXXXXXXXXXXXXXXXXXX
    720     4.00 |XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
    574     5.00 |XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
    111     6.00 |XXXXXXX
     17     7.00 |X
                 I.........I.........I.........I.........I.........I
                 0         8        16        24        32        40
                                   Percent
```

Mean	3.929	Median	4.000	Mode	4.000
Std Dev	1.212	Minimum	1.000	Maximum	7.000

Valid Cases 2067 Missing Cases 241

3. EXTENT TRUE: Students are asked to evaluate instructors' teaching

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Never true	1	10	.4	.4	.4
Rarely true	2	42	1.8	1.9	2.3
Not often true	3	97	4.2	4.3	6.6
Sometimes true	4	283	12.3	12.6	19.2
Often true	5	391	16.9	17.4	36.6
Usually true	6	854	37.0	38.0	74.6
Always true	7	572	24.8	25.4	100.0
	.	27	1.2	MISSING	
I do not know	0	32	1.4	MISSING	
	TOTAL	2308	100.0	100.0	

```
  COUNT     VALUE

     10     1.00 |X
     42     2.00 |XX
     97     3.00 |XXXXX
    283     4.00 |XXXXXXXXXXXXXXXX
    391     5.00 |XXXXXXXXXXXXXXXXXXXXXX
    854     6.00 |XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
    572     7.00 |XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
                 I.........I.........I.........I.........I.........I
                 0         8        16        24        32        40
                                   Percent
```

Mean	5.602	Median	6.000	Mode	6.000
Std Dev	1.254	Minimum	1.000	Maximum	7.000

Valid Cases 2249 Missing Cases 59

4. EXTENT TRUE: The procedures ensure that completed student evaluation forms cannot be fiddled with

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Never true	1	70	3.0	4.1	4.1
Rarely true	2	70	3.0	4.1	8.2
Not often true	3	118	5.1	6.9	15.2
Sometimes true	4	226	9.8	13.3	28.5
Often true	5	311	13.5	18.3	46.8
Usually true	6	580	25.1	34.2	81.0
Always true	7	323	14.0	19.0	100.0
	.	32	1.4	MISSING	
I do not know	0	578	25.0	MISSING	
	TOTAL	2308	100.0	100.0	

```
  COUNT     VALUE

     70     1.00 |XXXXX
     70     2.00 |XXXXX
    118     3.00 |XXXXXXXXX
    226     4.00 |XXXXXXXXXXXXXXXXX
    311     5.00 |XXXXXXXXXXXXXXXXXXXXXXX
    580     6.00 |XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
    323     7.00 |XXXXXXXXXXXXXXXXXXXXXXXX
                 I.........I.........I.........I.........I.........I
                 0         8        16        24        32        40
                                   Percent
```

Mean	5.161	Median	6.000	Mode	6.000
Std Dev	1.587	Minimum	1.000	Maximum	7.000

Valid Cases 1698 Missing Cases 610

5. EXTENT TRUE: Students can give honest evaluations of poor teaching because procedures ensure there can be no reprisals from the instructor

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Never true	1	19	.8	.9	.9
Rarely true	2	41	1.8	2.0	2.9
Not often true	3	116	5.0	5.7	8.6
Sometimes true	4	223	9.7	10.9	19.5
Often true	5	323	14.0	15.8	35.3
Usually true	6	754	32.7	36.8	72.1
Always true	7	572	24.8	27.9	100.0
	.	36	1.6	MISSING	
I do not know	0	224	9.7	MISSING	
	TOTAL	2308	100.0	100.0	

```
  COUNT     VALUE

     19     1.00 |X
     41     2.00 |XXX
    116     3.00 |XXXXXXX
    223     4.00 |XXXXXXXXXXXXXX
    323     5.00 |XXXXXXXXXXXXXXXXXXXX
    754     6.00 |XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
    572     7.00 |XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
                 I.........I.........I.........I.........I.........I
                 0         8        16        24        32        40
                                   Percent
```

Mean	5.607	Median	6.000	Mode	6.000
Std Dev	1.335	Minimum	1.000	Maximum	7.000

Valid Cases 2048 Missing Cases 260

UNIVERSITY OF BRITISH COLUMBIA

The Evaluation of Teaching at UBC in 1991

6. EXTENT TRUE: The forms used provide adequate opportunity for me to express my views

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Never true	1	61	2.6	2.7	2.7
Rarely true	2	167	7.2	7.4	10.2
Not often true	3	231	10.0	10.3	20.4
Sometimes true	4	404	17.5	18.0	38.4
Often true	5	437	18.9	19.5	57.9
Usually true	6	617	26.7	27.5	85.4
Always true	7	328	14.2	14.6	100.0
	.	37	1.6	MISSING	
I do not know	0	26	1.1	MISSING	
	TOTAL	2308	100.0	100.0	

```
COUNT     VALUE

  61      1.00 |XXXXX
 167      2.00 |XXXXXXXXXXXX
 231      3.00 |XXXXXXXXXXXXXXXXX
 404      4.00 |XXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 437      5.00 |XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 617      6.00 |XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 328      7.00 |XXXXXXXXXXXXXXXXXXXXXXXX
               I.........I.........I.........I.........I.........I
               0         6        12        18        24        30
                                  Percent
```

Mean	4.849	Median	5.000	Mode	6.000
Std Dev	1.592	Minimum	1.000	Maximum	7.000
Valid Cases	2245	Missing Cases	63		

7. EXTENT TRUE: The forms used cover what I think is important about teaching

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Never true	1	65	2.8	2.9	2.9
Rarely true	2	159	6.9	7.1	10.0
Not often true	3	252	10.9	11.3	21.3
Sometimes true	4	567	24.6	25.4	46.7
Often true	5	561	24.3	25.1	71.9
Usually true	6	494	21.4	22.1	94.0
Always true	7	134	5.8	6.0	100.0
	.	42	1.8	MISSING	
I do not know	0	34	1.5	MISSING	
	TOTAL	2308	100.0	100.0	

```
COUNT     VALUE

  65      1.00 |XXXXX
 159      2.00 |XXXXXXXXXXXX
 252      3.00 |XXXXXXXXXXXXXXXXXX
 567      4.00 |XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 561      5.00 |XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 494      6.00 |XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 134      7.00 |XXXXXXXXXX
               I.........I.........I.........I.........I.........I
               0         6        12        18        24        30
                                  Percent
```

Mean	4.531	Median	5.000	Mode	4.000
Std Dev	1.434	Minimum	1.000	Maximum	7.000
Valid Cases	2232	Missing Cases	76		

8. EXTENT TRUE: The evaluations have an impact on improving teaching

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Never true	1	284	12.3	17.6	17.6
Rarely true	2	435	18.8	26.9	44.5
Not often true	3	330	14.3	20.4	65.0
Sometimes true	4	336	14.6	20.8	85.8
Often true	5	128	5.5	7.9	93.7
Usually true	6	86	3.7	5.3	99.0
Always true	7	16	.7	1.0	100.0
	.	31	1.3	MISSING	
I do not know	0	662	28.7	MISSING	
	TOTAL	2308	100.0	100.0	

```
COUNT     VALUE

 284      1.00 |XXXXXXXXXXXXXXXXXXXXXXXXXXXX
 435      2.00 |XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 330      3.00 |XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 336      4.00 |XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 128      5.00 |XXXXXXXXXXXXX
  86      6.00 |XXXXXXXXX
  16      7.00 |XX
               I.........I.........I.........I.........I.........I
               0         6        12        18        24        30
                                  Percent
```

Mean	2.945	Median	3.000	Mode	2.000
Std Dev	1.461	Minimum	1.000	Maximum	7.000
Valid Cases	1615	Missing Cases	693		

9. EXTENT TRUE: The results of the evaluations are used to inform decisions about professors' contract renewal, promotion and tenure

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Never true	1	223	9.7	20.9	20.9
Rarely true	2	230	10.0	21.6	42.5
Not often true	3	157	6.8	14.7	57.2
Sometimes true	4	206	8.9	19.3	76.5
Often true	5	126	5.5	11.8	88.3
Usually true	6	91	3.9	8.5	96.8
Always true	7	34	1.5	3.2	100.0
	.	34	1.5	MISSING	
I do not know	0	1207	52.3	MISSING	
	TOTAL	2308	100.0	100.0	

```
COUNT     VALUE

 223      1.00 |XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 230      2.00 |XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 157      3.00 |XXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 206      4.00 |XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 126      5.00 |XXXXXXXXXXXXXXXXXXXXXXXX
  91      6.00 |XXXXXXXXXXXXXXXXX
  34      7.00 |XXXXXX
               I.........I.........I.........I.........I.........I
               0         5        10        15        20        25
                                  Percent
```

Mean	3.179	Median	3.000	Mode	2.000
Std Dev	1.722	Minimum	1.000	Maximum	7.000
Valid Cases	1067	Missing Cases	1241		

10. EXTENT TRUE: The results of the evaluations are used to recognize meritorious teaching

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Never true	1	111	4.8	9.0	9.0
Rarely true	2	158	6.8	12.9	21.9
Not often true	3	182	7.9	14.8	36.7
Sometimes true	4	356	15.4	29.0	65.7
Often true	5	211	9.1	17.2	82.9
Usually true	6	171	7.4	13.9	96.8
Always true	7	39	1.7	3.2	100.0
	.	41	1.8	MISSING	
I do not know	0	1039	45.0	MISSING	
	TOTAL	2308	100.0	100.0	

```
COUNT     VALUE

 111      1.00 |XXXXXXXXXXXXXXX
 158      2.00 |XXXXXXXXXXXXXXXXXXXX
 182      3.00 |XXXXXXXXXXXXXXXXXXXXXXXXX
 356      4.00 |XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 211      5.00 |XXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 171      6.00 |XXXXXXXXXXXXXXXXXXXXXXXXX
  39      7.00 |XXXXX
               I.........I.........I.........I.........I.........I
               0         6        12        18        24        30
                                  Percent
```

Mean	3.869	Median	4.000	Mode	4.000
Std Dev	1.573	Minimum	1.000	Maximum	7.000
Valid Cases	1228	Missing Cases	1080		

11. EXTENT TRUE: The results of the evaluations are available to provide information for students

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Never true	1	779	33.8	49.4	49.4
Rarely true	2	298	12.9	18.9	68.3
Not often true	3	177	7.7	11.2	79.5
Sometimes true	4	152	6.6	9.6	89.1
Often true	5	75	3.2	4.8	93.9
Usually true	6	65	2.8	4.1	98.0
Always true	7	32	1.4	2.0	100.0
	.	36	1.6	MISSING	
I do not know	0	694	30.1	MISSING	
	TOTAL	2308	100.0	100.0	

```
COUNT     VALUE

 779      1.00 |XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 298      2.00 |XXXXXXXXXXXXXXXXXXX
 177      3.00 |XXXXXXXXXXX
 152      4.00 |XXXXXXXXXX
  75      5.00 |XXXXX
  65      6.00 |XXXX
  32      7.00 |XX
               I.........I.........I.........I.........I.........I
               0        10        20        30        40        50
                                  Percent
```

Mean	2.220	Median	2.000	Mode	1.000
Std Dev	1.593	Minimum	1.000	Maximum	7.000
Valid Cases	1578	Missing Cases	730		

12. EXTENT TRUE: The results of the evaluations are used to provide helpful feedback to instructors

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Never true	1	85	3.7	5.6	5.6
Rarely true	2	122	5.3	8.1	13.7
Not often true	3	127	5.5	8.4	22.1
Sometimes true	4	430	18.6	28.5	50.6
Often true	5	330	14.3	21.9	72.5
Usually true	6	318	13.8	21.1	93.5
Always true	7	98	4.2	6.5	100.0
	.	51	2.2	MISSING	
I do not know	0	747	32.4	MISSING	
	TOTAL	2308	100.0	100.0	

12. continued

```
COUNT     VALUE

  85      1.00 |XXXXXXXXX
 122      2.00 |XXXXXXXXXXXXX
 127      3.00 |XXXXXXXXXXXXXX
 430      4.00 |XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 330      5.00 |XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 318      6.00 |XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
  98      7.00 |XXXXXXXXXXX
               I.........I.........I.........I.........I.........I
               0         6        12        18        24        30
                                  Percent
```

Mean	4.420	Median	4.000	Mode	4.000
Std Dev	1.544	Minimum	1.000	Maximum	7.000
Valid Cases	1510	Missing Cases	798		

UNIVERSITY OF BRITISH COLUMBIA

The Evaluation of Teaching at UBC in 1991

Crosstabulations showing number of respondents per category

Crosstabulation: Faculty/Program x Overall Rating

	I do not know	Low (1,2,3)	Adequate (4)	High (5,6,7)	Row Total
Agricultural Sciences	1	3	5	15	24
Applied Sciences	21	108	59	51	239
Architecture		2	1	1	4
Arts	83	194	268	244	789
Commerce/Business Admin.	8	52	56	74	190
Dentistry	3	9	6	11	29
Education	3	43	49	38	133
Family/Nut. Sciences	3	12	14	22	51
Fine Arts	1	4	13	15	33
Forestry		11	14	21	46
Law	6	27	29	26	88
Medicine	16	17	25	45	103
Music	5	14	9	3	31
Nursing	4	9	18	12	43
Pharmaceutical Sciences	3	16	27	25	71
Science	30	104	92	71	297
Other	11	18	30	25	84

Crosstabulation: Faculty/Program x Students asked to evealuate instructors' teaching

	I do not know	Rarely (1,2,3)	Sometimes (4)	Usually (5,6,7)	Row Total
Agricultural Sciences			1	23	24
Applied Sciences	11	21	28	179	239
Architecture		1	1	2	4
Arts	11	56	109	614	790
Commerce/Business Admin.	1	8	12	174	195
Dentistry		3	7	19	29
Education	1	7	15	113	136
Family/Nut. Sciences		3	6	42	51
Fine Arts		1	3	30	34
Forestry	2	2	4	37	45
Law		3	3	84	90
Medicine	1	2	6	95	104
Music		2	4	25	31
Nursing		1	3	38	42
Pharmaceutical Sciences	1	4	4	61	70
Science	1	24	59	210	294
Other	3	9	15	57	84

Crosstabulation: Faculty/Program x Procedures ensure forms cannot be fiddled with

	I do not know	Rarely (1,2,3)	Sometimes (4)	Usually (5,6,7)	Row Total
Agricultural Sciences	5	1		18	24
Applied Sciences	62	44	27	104	237
Architecture			2	2	4
Arts	192	79	76	439	786
Commerce/Business Admin.	32	25	16	122	195
Dentistry	2	5	6	16	29
Education	22	11	14	88	135
Family/Nut. Sciences	10	6	1	34	51
Fine Arts	10	1	3	20	34
Forestry	13	2	5	26	46
Law	20	6	3	61	90
Medicine	43	6	10	44	103
Music	13	2	4	14	33
Nursing	2	5	5	31	43
Pharmaceutical Sciences	26	13	6	24	69
Science	93	42	33	126	294
Other	24	7	11	41	83

Crosstabulation: Faculty/Program x Procedures ensure no reprisals from instructor

	I do not know	Rarely (1,2,3)	Sometimes (4)	Usually (5,6,7)	Row Total
Agricultural Sciences	4		1	19	24
Applied Sciences	17	30	30	159	236
Architecture				4	4
Arts	92	54	65	577	788
Commerce/Business Admin.	14	16	10	156	196
Dentistry	2	6	5	15	28
Education	9	14	23	89	135
Family/Nut. Sciences	5	5	4	37	51
Fine Arts	5		2	27	34
Forestry	4	2	6	34	46
Law	7	3	4	75	89
Medicine	19	7	12	65	103
Music	7	3	4	17	31
Nursing		6	7	30	43
Pharmaceutical Sciences	5	5	7	50	67
Science	24	17	30	223	294
Other	9	6	10	58	83

Crosstabulation: Faculty/Program x Forms provide opportunity to express my views

	I do not know	Rarely (1,2,3)	Sometimes (4)	Usually (5,6,7)	Row Total
Agricultural Sciences	2	2	2	18	24
Applied Sciences	6	54	35	142	237
Architecture	1			3	4
Arts	7	140	158	480	785
Commerce/Business Admin.	2	31	26	136	195
Dentistry		5	4	20	29
Education		52	28	54	134
Family/Nut. Sciences		10	4	37	51
Fine Arts	1	1	8	24	34
Forestry	1	8	8	29	46
Law		25	14	51	90
Medicine	1	8	18	75	102
Music		14	5	13	32
Nursing		6	13	21	43
Pharmaceutical Sciences	1	15	8	45	69
Science	2	65	55	172	294
Other	2	18	15	47	82

Crosstabulation: Faculty/Program x Forms cover what is important about teaching

	I do not know	Rarely (1,2,3)	Sometimes (4)	Usually (5,6,7)	Row Total
Agricultural Sciences		2	6	16	24
Applied Sciences	8	53	47	130	238
Architecture			2	2	4
Arts	12	153	221	392	778
Commerce/Business Admin.		40	37	118	195
Dentistry		6	7	15	29
Education		41	37	57	135
Family/Nut. Sciences		12	5	34	51
Fine Arts		6	9	19	34
Forestry		13	9	23	46
Law		24	19	45	89
Medicine	2	16	25	61	104
Music		7	10	15	32
Nursing		8	13	21	42
Pharmaceutical Sciences	1	19	17	31	68
Science	5	60	71	158	294
Other	1	[illegible]	29	50	83

The Evaluation of Teaching at UBC in 1991

Crosstabulation: Faculty/Program x Evaluations have impact on improved teaching

	I do not know	Rarely (1,2,3)	Sometimes (4)	Usually (5,6,7)	Row Total
Agricultural Sciences	11	7	1	5	24
Applied Sciences	46	146	32	15	239
Architecture	1	1	1	1	4
Arts	273	331	101	80	785
Commerce/Business Admin.	37	92	39	27	195
Dentistry	6	11	5	7	29
Education	32	72	22	10	136
Family/Nut. Sciences	15	23	7	6	51
Fine Arts	15	13	3	3	34
Forestry	13	26	5	2	46
Law	19	44	15	11	89
Medicine	35	25	27	16	103
Music	13	15	5		33
Nursing	6	21	10	6	43
Pharmaceutical Sciences	18	23	18	10	69
Science	86	157	28	23	294
Other	32	29	15	6	82

Crosstabulation: Faculty/Program x Results used to inform decisions

	do not know	Rarely (1,2,3)	Sometimes (4)	Usually (5,6,7)	Row Total
Agricultural Sciences	8	2	3	11	24
Applied Sciences	119	88	19	12	238
Architecture	1	2	1		4
Arts	397	191	79	113	780
Commerce/Business Admin.	87	56	24	33	194
Dentistry	13	9		6	29
Education	67	44	13	18	136
Family/Nut. Sciences	30	13	4	4	51
Fine Arts	24	4	4	2	34
Forestry	24	11	5	6	46
Law	45	28	6	9	88
Medicine	85	13	3	3	104
Music	22	7			33
Nursing	27	11	4	7	43
Pharmaceutical Sciences	37	13	8	6	69
Science	176	83	24	13	297
Other	48	22	7	7	84

Crosstabulation: Faculty/Program x Results used to recognize meritorious teaching

	I do not know	Rarely (1,2,3)	Sometimes (4)	Usually (5,6,7)	Row Total
Agricultural Sciences	7	4	1	12	24
Applied Sciences	102	69	34	38	237
Architecture	1	2	1		4
Arts	378	139	128	138	783
Commerce/Business Admin.	74	43	34	43	194
Dentistry	13	6	3	7	29
Education	56	28	29	23	136
Family/Nut. Sciences	22	11	7	10	50
Fine Arts	22	3	3	5	34
Forestry	25	11	5	5	46
Law	36	19	9	22	86
Medicine	60	9	7	25	101
Music	19	10	2	1	32
Nursing	20	6	5	12	43
Pharmaceutical Sciences	26	5	14	24	69
Science	130	64	52	51	297
Other	37	17	16	12	82

Crosstabulation: Faculty/Program x Results are available to provide info for students

	I do not know	Rarely (1,2,3)	Sometimes (4)	Usually (5,6,7)	Row Total
Agricultural Sciences	8	14	1		23
Applied Sciences	53	168	8	9	238
Architecture		2		2	4
Arts	263	424	44	57	788
Commerce/Business Admin.	45	104	16	28	193
Dentistry	5	23			28
Education	55	67	9	3	134
Family/Nut. Sciences	11	39	1		51
Fine Arts	18	14	1	1	34
Forestry	13	32	1		46
Law	25	25	9	29	88
Medicine	40	57	2	4	103
Music	12	18	1	1	32
Nursing	12	25	3	3	43
Pharmaceutical Sciences	21	35	7	6	69
Science	73	161	34	26	294
Other	32	44	5	3	84

Crosstabulation: Faculty/Program x Results are used to provide helpful feedback

	I do not know	Rarely (1,2,3)	Sometimes (4)	Usually (5,6,7)	Row Total
Agricultural Sciences	4	1	3	16	24
Applied Sciences	63	51	58	66	238
Architecture	1	1	1	1	4
Arts	273	109	138	256	776
Commerce/Business Admin.	33	21	38	100	192
Dentistry	6	4	10	9	29
Education	43	23	22	46	134
Family/Nut. Sciences	20	6	12	13	51
Fine Arts	17	4	5	8	34
Forestry	12	10	9	14	45
Law	28	10	12	32	82
Medicine	39	8	16	39	102
Music	16	4	7	6	33
Nursing	15	4	7	17	43
Pharmaceutical Sciences	19	9	14	27	69
Science	115	57	47	76	295
Other	39	6	21	18	84

APPENDIX F

DISTRIBUTION OF STUDENTS' WRITTEN COMMENTS ACROSS SIX CATEGORIES

	CATEGORY	Frequency of Comment No.	%
A	The use of the evaluations	537	47.6
B	The procedures followed	204	18.1
C	The content and design of the instruments	136	12.0
D	The non-availability of results to students	137	12.1
E	Positive comments (in two thirds of which the favourable comment is accompanied by an offsetting criticism)	19	1.7
F	Other:	96	8.5
	(a) Comments about the questionnaire itself (33)		
	(b) Comments on the quality of or the orientation to teaching at UBC (63)		
	Total	1129	100.0

November 3 – November 16

Applied Mathematics Colloquium

Asymptotic Approximations Of Integrals. Dr. Roderick Wong, head, Applied Mathematics, U. of Manitoba. Math 104 at 3:45pm. Call 822-4584.

Geography Colloquium

Aboriginal Representation In Contemporary Canada. Prof. Paul Tennant, Political Science. Geography 201 at 3:30pm. Refreshments at 3:25pm. Call 822-2985/2663.

Wednesday Noon Hour Concert

Robert Silverman, piano. Music Recital Hall at 12:30pm. $2 at the door. Call 822-5574.

THURSDAY, NOV. 14

Music Concert

University Singers, James Fankhauser, dir. Music Recital Hall at 12:30pm. Call 822-5574.

Panel Discussion

Canada's Contitutional Crisis: Alternative Futures? Rejean Beaudoin, French; Steven Point, Native Law; Philip Resnick, Political Science; Veronica Strong-Boag, Women's Studies. Chair: Dean of Law Lynn Smith. Curtis 101/102 from 12:30-1:30pm. Question period from 1:30-2pm. Call 222-5238.

Economics Seminar

Recent Developments In The Theory Of The Firm. Oliver Hart, MIT. Buchanan A-106 from 12:30-2pm. Call 822-2876.

Pharmacology Seminar

Facilitation And Potentiation At The Neuromuscular Synapse. Dr. David Quastel, Faculty of Medicine. IRC #2 from 11:30am-12:30pm. Call 822-2575.

Statistics Seminar

Bayesian Hierarchical Modeling, Gibbs Sampling And Decision Theory - An Application. Professor J. Berger, Purdue U. Angus 223 at 1pm. Call 822-4997/2234.

History Seminar

Cross-Cultural Comparison: A Strategy For Training Historians. Prof. Edward L. Farmer, History; dir. Area Studies Programs, U. of Minnesota. Buchanan Penthouse from 3:30-5:30pm. Call 822-2561.

Physics Colloquium

Edge Melting Studies By Scanning Tunnelling Microscopy. Randy Feenstra, IBM Watson. Hennings 201 at 4pm. Call 822-3853.

Psychology Speaker

Valid And Invalid Cues To Personality. Del Paulhus, Psychology. Suedfeld Lounge in Kenny at 4pm. Call 822-3286.

Philosophy Colloquium

Connectionism, Rule-Following And Internal Representation. Bob Hadley, SFU. Buchanan D-344 at 4pm. Call 822-3292.

FRIDAY, NOV. 15

Paediatrics Grand Rounds

Cancelled. Call 875-2118.

Obstetrics/Gynecology Grand Rounds

Fetal Dysrhythmia. Dr. Antoni Duleba and Dr. Duncan Farquahrson. University Hospital, Shaughnessy Site D308 at 8am. Call 875-2171.

Koerner Memorial Lecture

Numbers: Medieval Islamic Concepts And Computations. Edward S. Kennedy, prof.emeritus Mathematics, American U. of Beirut. Buchanan A-104 at 12:30pm. Call 822-2879.

Twenty-first Medieval Workshop

Sessions 1-3. Numbers: Theory And Practice. All day workshop. Buchanan Penthouse from 9am-12pm. Lasserre 104 from 3pm-5:30pm. Registration $20 plus GST. Programs available in the French Department. Call 822-2879.

History Lecture

Fundamentalism Or Convergence: Identifying A Shrinking World. Prof. Edward L. Farmer, History; director, Area Studies Programs, U. of Minnesota. Buchanan A-205 from 2:30-3:20pm. Call 822-5195.

Economics Seminar

A Theory Of Debt Based On The Inalienability Of Human Capital. Oliver Hart, MIT. Buchanan D-225 from 4-5:30pm. Call 822-2876.

Chemical Engineering Seminar

De-Inking Of Newspaper Printed With Water-Based Flexographic Ink. Susan Nesbit, graduate student. ChemEngineering 206 at 3:30pm. Call 822-3238.

School of Music Concert

University Singers. James Fankhauser, director. Music Recital Hall at 8pm. Free admission. Call 822-5574.

SATURDAY, NOV. 16

Vancouver Institute Saturday Night Lecture

E.S. Woodward Lecture. The Modern Corporation: The Theory Of Its Financial Structure. Professor Oliver S. Hart, Economics, MIT. IRC #2 at 8:15pm. Call 822-3131.

Twenty-first Medieval Workshop

Sessions 4-7. Numbers: Theory And Practice. All day workshop. Lasserre 104 from 9am-12:30pm and 2-5:30pm. Registration $20 plus GST. Programs available in the French Department. Call 822-2879.

NOTICES

UBC Speakers Bureau

Would your group like to know more about topics ranging from Prehistoric Technology to Hormones and You. More than 500 topics to choose from. Call 822-6167 (24-hr. ans. machine).

Graduate Student Centre

Live entertainment every Friday in the Fireside Lounge from 8-11pm. Call 822-3203.

Carpool Matching

A service for faculty, staff and students. Call Karen Pope, Dean's Office, Applied Science at 822-3701 and find your area match.

Call For Former UBC Athletes

Athletics is updating its mailing list of former athletic team players: originators/contributors to programs in place today. If you qualify or are knowledgeable in the location of any other past player, call 822-8921 after 4:30pm.

Freddy Wood Theatre Performance

Romeo And Juliet by William Shakespeare, directed by Neil Freeman. Nov. 6-16 at 8pm. Adults $10, students/seniors $7. Preview Wed. 2 for $10. Reservations at Theatre Building 207 call 822-2678.

Fine Arts Gallery

Open Tues.-Fri. from 10am-5pm. Saturdays 12pm-5pm on. Free admission. Main Library. Call 822-2759.

Annual November Book Sale

New selection of titles daily. UBC Bookstore, Nov. 2-16. Mon.-Fri. 8:30am-5pm, Wed. 8:30am-8:30pm, Sat. 9:30am-5pm. Call 822-2665.

Health Sciences Bookshop Open Saturday

The Bookshop is open Mon.-Sat. from 9:30am-5pm in the Medical Student/Alumni Centre at Heather and 12th Ave. Call 879-8547.

Executive Programmes

One/Two day Business Seminars. Nov. 1-15: Speed Reading, $595; Writing Financial/Technical Reports, $395; Financial Management For Non-Financial Managers, $550; Pricing For Profit $500; Time Management, $495; Financial Planning With Spreadsheets, $595. Call 822-8400.

Centre for Continuing Education Programmes

Pacific Rim 4th Annual Conference: Teachers of Japanese, Mandarin And Pacific Rim Studies. Nancy Greene Lodge, Whistler, Nov. 8-9. Registration required. Call 222-5227.

Languages Immersion Weekend: Three-day immersion programs in French, Japanese and Mandarin. Nancy Greene Lodge, Whistler, Nov. 9-11. Registration required. Call 222-5227.

Professional Development Series: November Workshops for Practising Language Teachers: Teaching English in Japan, Videotaping in the Language Class, Stimulating Student Talk, Public Speaking, Debating. Tues. evenings from 7-9pm. Call 222-5208.

Statistical Consulting/ Research Laboratory

SCARL is operated by the Department of Statistics to provide statistical advice to faculty and graduate students working on research problems. Forms for appointments available in Ponderosa Annex C-210. Call 822-4037.

Stop Smoking Seminar

Eight, one-hour sessions of 3 weeks duration, sponsored by Occupational Health/Safety. Registration fee of $35 is refundable upon completion, and will be paid in April/92 to coincide with the introduction of the University Clean Air Policy. ACU-Koerner Pavilion 426/427 Nov. 12 - 26th from 12-1pm. Call 822-2029.

Wellness Health Fair

Information/personal assessment for risk of heart disease (blood pressure, cholestorol screening), fitness testing. SUB Main Concourse Nov. 4,5,6 from 11am-2pm . Call 822-4858.

Muscle Soreness Study

Volunteers, ages 20-45 yrs. required for a study of muscle soreness after exercise. If you primarily walk as a form of exercise, or are not exercising at present, call Donna MacIntyre at Rehab Medicine, 822-7571.

High Blood Pressure Clinic

Volunteers (over 18 years) needed, treated or not, to participate in clinical drug trials. Call Dr. J. Wright or Mrs. Nancy Ruedy in Medicine at 822-7134.

Seniors Hypertension Study

Volunteers aged 60-80 years with mild to moderate hypertension, treated or not, needed to participate in a high blood pressure study. Call Dr. Wright or Nancy Ruedy in Medicine at 822-7134.

Herpes Research Study

Participants needed for treatment studies of shingles (herpes zoster) and first herpes simplex infections, with new antiviral agents. Also ongoing study for males 18-45 years with recurrent herpes simplex. Dr. Stephen Sacks, Medicine, sponsoring physician. Call 822-7565 or leave your name/number at 687-7711, pager 2887.

Heart/Lung Response Study

At rest and during exercise. Volunteers age 45-75 years, all fitness levels, required. No maximal testing. Scheduled at your convenience. Call Fiona Manning, School of Rehab. Medicine, 822-7708.

Lung Disease Study

Subjects with emphysema or fibrosis needed to investigate means of improving lung function without drugs. Call Fiona Manning, School of Rehab Medicine, 822-7708.

Bereavement Study

Participants needed for a study investigating the long-term effects of adolescent bereavement. Must have lost either parent at least five years ago, and have been between 13 and 17 years at the time of the loss. Two one-hour interviews required. Please call Ann McKintuck in Nursing at 224-3921/3999.

Retirement Study

Women concerned about retirement planning needed for an 8-week Retirement Preparation seminar. Call Sara Comish Counselling Psychology at 931-5052.

Personality Study

Volunteers aged 30 or more needed to complete a personality questionnaire. Required, 2 visits, about 3 hours total. Participants receive a free personality assessment and a $20 stipend. Call Janice in Dr. Livesley's office, Psychiatry, Detwiller 2N2, 822-7895.

PMS Research Study

Volunteers needed for a study of an investigational medication to treat PMS. Call Doug Keller, Psychiatry, University Hospital, Shaughnessy site at 822-7318.

Hair Loss Research

Women aged 19-49 years experiencing moderate hair loss, crown area only, are needed for study. Must be able to attend 1-2 times weekly for 9 months. Honorarium paid. Call Sherry in Dermatology at 874-8138.

Dermatology Acne Study

Volunteers between 14-35 years with moderate facial acne needed for 4 visits during a three month period. Honorarium paid. Call Sherry at 874-8138.

Stress/Blood Pressure Study

Learn how your body responds to stress. Call Dr. Wolfgang Linden in Psychology at 822-3800.

Surplus Equipment Recycling Facility

All surplus items. Every Wednesday, 12-3pm. Task Force Bldg., 2352 Health Sciences Mall. Call 822-2813.

Student Volunteers

Find an interesting and challenging volunteer job with Volunteer Connections, UBC Placement Services, Brock 307. Call 822-9268.

Narcotics Anonymous Meetings

Every Tuesday (including holidays) from 12:30-2pm, University Hospital, UBC Site, Room M311 (through Lab Medicine from Main Entrance). Call 873-1018 (24-hour Help Line).

Fitness Appraisal

Administered by Physical Education and Recreation through the John M. Buchanan Fitness and Research Centre. Students $25, others $30. Call 822-4356.

Faculty/Staff Badminton Club

Fridays from 6:30-10pm in Gym A of the Robert Osborne Centre. Cost is $15 plus library card. Call Bernard at 822-6809 or 731-9966.

Botanical Garden

Open from 10am-5pm daily. Free admission. Call 822-4208.

Nitobe Garden

Open Mon-Fri from 10am-3pm. Free on Wednesdays. Call 822-6038.

Forum

Immigration policy and Canadian society

Daniel Hiebert, an assistant professor in UBC's Department of Geography, has been studying ethnicity in Canada for the past eight years. The following is an excerpt from an article to be published in The Canadian Geographer magazine.

By DANIEL HIEBERT

Immigration has been a central component of nation-building in Canada, establishing the pace of demographic and, less directly, economic growth.

Always politically charged, the formation of immigration policy has become especially contentious with the federal government's recently stated intention to allow an increase in the pace of immigration during the early 1990s.

In Canada, jurisdiction over immigration is jointly shared among federal and provincial governments. Together they exercise controls over: the ethnic makeup of incoming immigrants (through granting differential access to people from different countries); the total number of immigrants admitted; the categories of immigrants admitted (e.g. family-class vs. refugees); and the regional settlement of immigrants once they arrive.

Until quite recently, Canadian governments sought to maintain a "white" society by selective advertising abroad and by granting prospective immigrants from Europe, the United States, and certain Commonwealth countries preferential treatment.

Following an influential White Paper in 1966, the distinction between "preferred" and "non-preferred" countries was replaced by a points system whereby, in theory, applicants from all countries and of all ethnic origins were treated equally.

Statistics suggest that the effects of this shift in policy have been significant. The vast majority of immigrants arriving in Canada prior to 1967 were of European background, while from 1967-1990 the flow of immigrants to Canada has been profoundly internationalized.

The latest announcement, by the Minister for Employment and Immigration in October 1990, calls for an annual target of 250,000 immigrants during the 1992-1995 period. If this policy is continued, some 2.5 million immigrants will enter the country during the 1990s.

Assuming that selection criteria remain unchanged, such a movement will contain approximately one million persons from Asian countries and 750,000 each from European countries and the rest of the world.

The categorization of classes of immigrants constitutes another government control over immigration. The main categories (or programs) under which immigrants may enter Canada are: refugees, family reunification and independent immigrants. Criteria for refugee admission ostensibly reflect purely humanitarian concerns: those in need of asylum are granted entry.

However, the federal government gives preference to applicants deemed best able to become self-supporting, those with skills and/or capital. Economic considerations enter the calculus of admissions policy more directly in the selection of independent immigrants who are expected to fill gaps in the Canadian labor market, or bring capital into the country.

Hiebert

Since the late 1970s, Canadian "marketing" abroad has increasingly been targeted toward business migrants, with slick brochures distributed and lectures presented to business groups. Federal and provincial governments view this business program as a great success. In 1988 alone these immigrants intended to bring nearly $3.5 billion into Canada.

But critics decry the emergence of a two-tiered system that accords preference to the affluent while other applicants endure long lines and a much lower probability that they will be allowed to immigrate.

The federal government has stated unequivocally that one of the primary goals of immigration is to "foster the development of a strong and viable economy and the prosperity of all regions in Canada." However, attempts to channel immigrant settlement have achieved few results.

Most immigrants gravitate to areas of demonstrated economic growth: they have avoided the Atlantic provinces, Manitoba and Saskatchewan and have been attracted to Alberta (during the booming 1970s), British Columbia and, especially, Ontario. An even greater degree of concentration is apparent when urban destinations are considered.

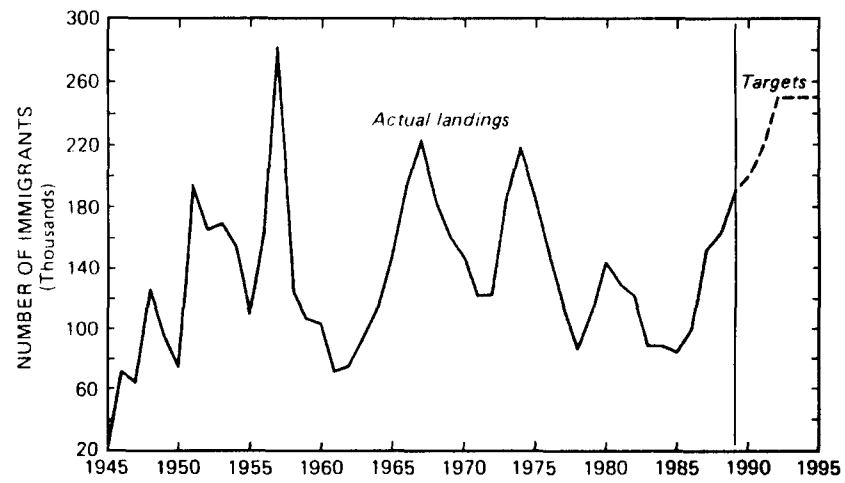
In 1988, Toronto, Montreal and Vancouver together accounted for nearly two-thirds of the stated destinations of those arriving in Canada, and four of every five immigrants intended to settle in just ten cities.

Given the increase in annual immigrant targets to 250,000 by 1992, immigration will begin to account for nearly half of Canada's population growth during the next decade. If current patterns of settlement persist, the wealthier provinces will benefit most from the flow of immigrants, further entrenching regional disparities across the country.

The immediate impact of immigration will be felt in large cities.

If 2.5 million arrive during the 1990s, nearly one million will be bound for Toronto, 350,000 for Montreal, and 300,000 for Vancouver. The demographic and cultural composition of these and a handful of other cities will become increasingly detached from the remainder of the country. Moreover, they will reap most of the economic benefits associated with immigration as they attract new sources of capital and entrepreneurship.

These dynamic changes will not occur without economic and social stress: provincial and municipal resources — particularly in the areas of education and housing — will be severely strained; the entry of a wide spectrum of immigrants, from destitute refugees to the extremely wealthy, will exacerbate the gap between poor and rich; and the potential for racist behavior will surely rise as the population becomes more diverse during a period of economic restructuring.



Educators and researchers can play an important role in defusing the potentially destructive impact of immigration in the 1990s.

First and foremost, we must avoid racist bias in our teaching. Ethnic groups should not be portrayed as "naturally" homogeneous, "naturally" separate, or "naturally" antagonistic to one another. We should also be vigilant against the use of ethnic stereotypes, whether in the classroom or on washroom walls.

Further research on the administration of immigration in Canada should also be a priority. Critics have pointed to numerous flaws in the various programs established to lure business immigrants, and the federal government has been most reluctant to introduce a system to monitor the actual financial and employment contributions made under these programs.

While Canada has a reputation as one of the world's most humane nations in terms of its intake of refugees, serious questions of this aspect of immigration administration also need to be investigated. Why, for example, are three-quarters of refugees admitted into Canada men, when 80 per cent of the world's refugees are women and children?

Immigration has changed, and will continue to change, the cultural composition of the Canadian population. I believe that educators should try to ensure that immigration policy and administration is unbiased and humane, and that the arriving immigrants enter Canada without fear of social or economic discrimination.

Table 1:
NATIONAL ORIGIN OF CANADIAN IMMIGRANTS IN SELECTED YEARS, 1961-1990

World Region	1961	1971	1981	1990
Africa	1088	2841	4887	13324
%	1.5	2.3	3.8	6.3
Asia (+ Middle East)	2901	22459	48830	110665
%	4.0	18.4	38.0	52.2
Australia + Oceania	1432	2902	1317	2613
%	2.0	2.4	1.0	1.2
South + Cent. America	2738	16687	15760	28205
%	3.8	13.6	12.3	13.3
Europe	51937	51743	46295	51399
%	72.4	42.4	36.0	24.2
U.S. America	11516	24366	10559	5960
%	16.1	20.1	8.2	2.8
Other	77	902	970	0
%	0.1	0.7	0.7	0.0
TOTAL	71689	121900	128618	212166

Source: Employment and Immigration Canada Immigration Statistics Ottawa: Ministry of Supply and Services, various years.
Note: Statistics for 1990 are preliminary

Resource Centre aids preparation for potential disasters

Earthquakes, hurricanes, oil spills, forest fires, flash-floods and mudslides.

Preparing for these and other human and natural disasters will be the focus of the Disaster Preparedness Resource Centre which opened on campus earlier this month.

Henry Hightower, a professor in UBC's School of Community and Regional Planning, said the centre will be a valuable resource for both professionals and academics.

"We generally have little experience of major natural disasters here so we need to draw on as much information and experience wherever these things happen," he said.

Hightower said the UBC centre will eventually be linked electronically to similar centres in the U.S., Australia, Britain, Indonesia and the Pacific Rim. The UBC site will acquire books, journals, slides, and videotapes documenting effects of disasters and public response.

"We'll be able to see what worked, what didn't and what happened in the reconstruction phase that followed," said Hightower. "The planning has to be done now because when the ground starts shaking, it's too late to go to the library."

The centre will be of use to municipal planners, utility companies, developers and community groups. It will also provide opportunities for graduate work in the field.

Part of UBC's Centre for Human Settlements, the centre officially opened Oct. 21. Ted Finn, Deputy Minister of Emergency Preparedness Canada presented a $29,500 grant towards the project.

People

Andrew elected to French academic order

Francis Andrew, director of Language Programs and Services at the Centre for Continuing Education (CCE), has been elected a Chevalier de l'Orde des Palmes Academiques.

Andrew

The order, established in France in 1808 by Napoleon the First, acknowledges the contributions of senior university officers to the field of education.

Andrew is being honored for his initiatives in the area of teaching French to adults.

Joining UBC's French Department as a lecturer in 1976, Andrew became coordinator of French programs at the CCE the same year. He was appointed to his current position in 1984.

In 1988, he was the first in Canada to introduce the popular and highly successful multimedia immersion course, French in Action, now used by educators across the country to teach conversational French.

Andrew also developed innovative audio-lingual distance education French language courses, in collaboration with the province's Open Learning Agency, and created special language programs for B.C. school teachers.

Among his future projects is the establishment of a French centre at UBC, a multimedia resource library for faculty and students to promote French culture.

Dr. **Shaila Misri**, a clinical associate professor of psychiatry, has been elected president of the Vancouver branch of the Federation of Medical Women of Canada (FMWC).

Misri joined UBC in 1975 and is the founding director of University Hospital's specialized clinics in pre-menstrual tension syndrome and post-partum illness.

The FMWC, founded in 1924, is a national organization committed to the professional, social and personal advancement of women physicians. Its mandate includes encouraging networking among women physicians at local, national and international levels to promote their interests within medical organizations and government.

The federation also aims to improve the management of women's health issues and to influence health care policies affecting women and the general population.

As president of the B.C. branch of the FMWC, Misri's main responsibilities include organizing special programs which address issues pertinent to both patients and physicians.

Her appointment is for a one year term.

Forest Sciences Professor **Gordon Weetman** has been awarded the 1991 gold medal for Forestry Scientific Achievement.

Weetman received the honor at the national meeting of the Canadian Institute of Forestry last month in recognition of his long, illustrious career in the silviculture of Canadian forests.

Early in his career, Weetman worked primarily in the boreal forests of Quebec and Ontario. More recently he has pursued the science of silviculture in Western Canada, where he has been the senior silviculturist at UBC since 1979.

Weetman's major research interest is the identification of mineral deficiencies in conifers and the use of nutrient applications in modern forest management.

He has served on a range of professional committees and organizations including a term as president of the Canadian Institute of Forestry.

Andrew Mular, head of Mining and Mineral Process Engineering, has been named a Henry Krumb Lecturer for 1992 by the American Institute of Mining, Metallurgical and Petroleum Engineers (AIME).

Mular

Mular was one of three people selected as a Krumb lecturer by AIME, which has a membership of more than 19,000. Each lecturer is judged to be professionally outstanding and exceptionally competent as a speaker and is required to give a minimum of five lectures in various regions of the United States.

The lecture series brings the experience and expertise of institute leaders to local sections of the AIME.

Berkowitz & Associates
Statistics and Mathematics Consulting
• research design • data analysis
• sampling • forecasting
Jonathan Berkowitz, Ph.D.
4160 Staulo Crescent, Vancouver, B.C., V6N 3S2
Office: (604) 263-1508 Home: (604) 263-5394

Forestry to establish new undergraduate program

By ABE HEFTER

New career opportunities in forestry are in the offing for UBC students from both arts and sciences backgrounds.

The Faculty of Forestry is moving toward the establishment of a new undergraduate program in conservation, recreation and natural areas management.

"Many of the problems associated with land use management require skills in the social sciences — economics, psychology, philosophy and sociology," said Forest Resources Management Professor David Haley.

"This program will provide an opportunity for individuals to obtain a comprehensive, multi-disciplinary education in environmental studies as they relate to forest and wildland resources."

Haley said there is a new breed of forester evolving from the need to manage forests and associated wild lands.

"Employment opportunities for such professionals will grow as concerns for biodiversity in natural landscapes mount and pressures on natural environments to support a growing spectrum of commercial and non-commercial uses increase," he said.

Haley, chair of a four-member committee struck to formulate the objectives and structure of the proposed program, said students will have an opportunity to enter one of three areas of concentration following a two-year common core program. They are Nature Conservation, Wildland Recreation and Parks Management; Wildlife Management; and Conservation and Natural Resource Planning.

"An important feature of the four-year program will be summer internships, intended to provide students with an opportunity to combine academic study with practical and professional experience with cooperating organizations."

Haley said concern for the management of recreation and non-timber forest resources began to take shape in the Faculty of Forestry more than 20 years ago. In 1968, the Faculty was the first forestry school in the country to recognize the importance of forest and wildland recreation in the forestry curriculum and for many years has led the way in wildlife management research.

In structuring the program, Haley said the committee consulted widely with Canadian and international parks professionals, as well as with a broadly based committee within the university.

Haley said the program will also enhance the more traditional Bachelor of Science in Forestry program and become an integral part of the Faculty's proposed Centre For Applied Conservation Biology.

The public, in the meantime, will have an opportunity to learn more about biodiversity and the forestry profession in the upcoming H.R. MacMillan Lecture.

Dr. Kenton R. Miller, program director of the Forests and Biodiversity Programme at the World Resources Institute in Washington, D.C., will offer his perspectives for the 1990s and beyond at the Nov. 7 lecture at the Frederic Wood Theatre from 12:30 p.m. to 1:30 p.m.

For more information on the lecture, call 822-2727.

IS YOUR BABY BETWEEN 2 & 22 MONTHS?

Join our research on infant development at U.B.C.! Just one visit to our infant play-room. Please contact Dr. Baldwin for more information: 822-8231.

WestSide Graphics
Graphic Design
Computer Graphics
Camera-Ready Art
Photography
"Serving UBC since 1986"
Call Bob Parker or Leza Macdonald
Phone 733-3739 Fax 733-4725

Classified

Classified advertising can be purchased from Community Relations. Phone 822-6163. Ads placed by faculty, staff and students cost $12.84 for 7 lines/issue ($.81 for each additional word). Off-campus advertisers are charged $14.98 for 7 lines/issue ($.86 for each additional word). (All prices include G.S.T.) Monday, November 4 at noon is the deadline for the next issue of UBC Reports which appears on Thursday, November 14. Deadline for the following edition on November 28 is noon Tuesday, November 19. All ads must be paid in advance in cash, by cheque or internal requisition.

For Sale

THE SHIELING GALLERY: Cardena Road, Bowen Island, VON 1GO. Paintings and Prints by Sam Black, R.C.A., R.S.W.. Also Sculpture and Ceramics. Open September to June 10 a.m. - 5 p.m., Saturday and Sunday or at other times by arrangement. Call: 947-9391

Services

NEW DAYCARE: UBC has a new daycare centre opening October 1, 1991. If you need quality licenced care for your child aged three to five please come to 5590 Osoyoos Cres. to apply or call 822-5343 for further information.

Miscellaneous

DO IT RIGHT! Statistical and methodological consultation; data analysis; data base management; sampling techniques; questionnaire design, development, and administration. Over 15 years of research and consulting experience in the social sciences and related fields. 689-7164.

XMAS PARTY: Need to book a place for your Xmas Party? Some spaces are still open at the UBC Medical Student & Alumni Centre at 12th & Heather.

Come and enjoy the warm ambience the Centre provides and take advantage of its central location and reasonable cost. Full kitchen facilities are included.

If you are curious and would like to arrange to view the facility or to check on availability, call 879-8496

TNT Skypak
International Express
The worldwide couriers for time sensitive parcels & documents large and small
Express delivery around the world, to the United States and in Canada.
727 offices in 184 countries
Call us Today . . .
270-2333
TNT The Worldwide Transportation Group
5200 HOLLYBRIDGE WAY, RICHMOND

General BA program offers alternatives

From international development to backyard composting.

This detour in Gillian Elcock's university education was made possible by the Faculty of Arts' General BA degree.

Six years ago, Elcock enrolled in international relations at UBC with the goal of learning more about Third World development.

But a growing interest in local ecology, combined with a desire for more latitude in her courses, made Elcock jump tracks to the new faculty offering.

"The General BA offered more flexibility and freed me up so I could pursue other interests," she said.

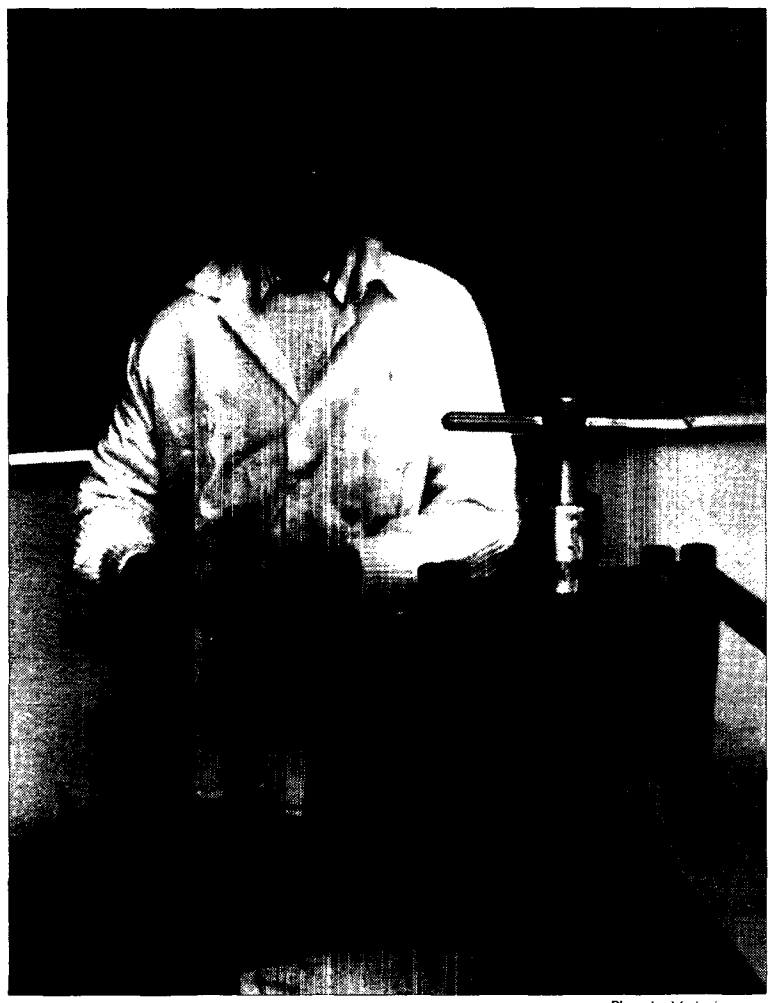


Photo by Media Services

Krista Hansen works on printing press as part of fine arts component of her General BA degree. By combining fine art and psychology, she plans to pursue art therapy.

Today, Elcock complements her enthusiasm for organic gardening with courses in botany, ecology and soil science. Off campus, she puts her classroom know-how to work promoting urban gardening and composting for a public education project in Kitsilano.

Enrolment at UBC in the General BA, which is also available at Cariboo and Okanagan university colleges, has tripled from 17 to 55 students. Coordinator Paul Tennant, a professor in the Department of Political Science, predicts the program's popularity will grow substantially in the years ahead.

"Some students just can't appreciate the regimented aspects of a specific discipline," said Tennant. "The General BA allows them to build on their strengths and interests by designing their own curriculum from the arts and science."

However, to stop students from going on a random shopping spree of courses, at least 18 credits must be devoted to one discipline area. Elcock, for instance, anchors her science electives with a "mini-major" in anthropology.

Those eligible for the program must have completed at least 60, but no more than 90, first- and second-year credits with no less than a 60 per cent overall average.

Tennant said the program will have particular appeal to students interested in areas such as Canadian, ethnic, Native, and urban studies, where there are no honors or majors degree programs. It also provides excellent preparation for graduate work in education, law, library science or commerce and business administration.

Tennant added that the General BA should also attract mature students back to campus to either finish or start their university degree.

Photo by Charles Ker

Gillian Elcock focuses on local ecology through organic gardening.

Krista Hansen will be among the first group of General BA graduates this year.

After two years taking general arts courses, Hansen signed up for the General BA. She now combines fine arts and psychology with a goal of getting involved with some form of art therapy in the future.

Dean Patricia Marchak hopes the new program will help promote the benefits of interdisciplinary study.

"We have to be open to new ways of organizing knowledge, and be open to new ideas," said Marchak. "Disciplines are important, but there have to be some alternatives available, too."

Thunderbirds host Soviet Sparta volleyball team

By ABE HEFTER

The Russians are coming! The Russians are coming!

To UBC.

And women's volleyball coach Donna Baydock couldn't be happier.

On Nov. 6, the UBC Thunderbirds will play host to Sparta, the Soviet women's volleyball club team, as part of a five-game tour. Sparta, one of the first commercially sponsored teams from the Soviet Union, will also play the Thunderbirds Nov. 5 at Capilano College.

Baydock has been the driving force behind the tour.

"This past May our women's volleyball team played Sparta in Moscow as part of a three-week tour of the Soviet Union, Sweden and Denmark," she said.

"During our stay, we invited the Sparta team to Canada. But with the changes occurring in the Soviet Union, we didn't know if the team would be allowed to leave Moscow."

As late as August, Baydock was unsure if Sparta would be able to accept UBC's invitation. As it turned out, the political changes in the Soviet Union helped eliminate some of the red tape associated with such a trip, according to Baydock.

During their stay in Vancouver, Sparta will also see action against the University of Victoria and Simon Fraser University before leaving for Winnipeg for a series of games.

Before heading to Winnipeg, Sparta coaches and players will host a clinic Nov. 5 at Capilano College for Vancouver area volleyball players, where they'll get a chance to learn from the best.

"The Soviets are the top volleyball players in the world," said Baydock.

"During our trip to Moscow, Sparta coach Leonid Berezin held a clinic for our team members. We've been working our offensive technique since then and look forward to having Berezin assess our progress when he gets a chance to see our players in action next month."

In the meantime, Baydock and the T-Birds are anxiously looking forward to hosting the Sparta players.

"We happened to be in Moscow during Victory Day celebrations, May 9, and had an opportunity to march in their parade," said Baydock. "And when we saw the turmoil they were going through during the failed coup attempt, we were glued to our televisions in nervous apprehension."

But despite the upheaval in the Soviet Union, Baydock said the people they met were warm, gracious hosts.

"We're just thrilled to be able to have them here, she added. "We plan to show them the sights and sounds of Vancouver."

Members of the UBC Women's Volleyball team, (from left) Jenny Rauh, Mary Stothard, Harj Sandhu, Michelle Lachmann, chaperone June Carlyle and Erin Wood, in front of Moscow University last May. Displayed is the now-defunct flag of the Russian Republic under Soviet rule.