THE UNIVERSITY OF BRITISH COLUMBIA
Vancouver Senate Secretariat
Senate and Curriculum Services
Enrolment Services
2016–1874 East Mall
Vancouver, BC V6T 1Z1
www.senate.ubc.ca

VANCOUVER SENATE

MINUTES OF NOVEMBER 15, 1995

Attendance

Present: President D. W. Strangway (Chair), Vice-President D. R. Birch, Dr. D. R. Atkins, Dr. A. P. Autor, Dr. S. Avramidis, Mr. J. A. Banfield, Dr. J. Barman, Dr. J. D. Berger, Dr. A. E. Boardman, Mr. P. T. Brady, Dr. D. M. Brunette, Dr. D. G. A. Carter, Ms. L. Chui, Dr. T. S. Cook, Dr. M. G. R. Coope, Mr. D. Culhane, Ms. J. Dzerowicz, Mr. D. G. Geros, Dr. J. H. V. Gilbert, Mr. I. Gill, Mr. E. B. Goehring, Dean M. A. Goldberg, Dean J. R. Grace, Mr. H. D. Gray, Dr. M. Isaacson, Dr. J. G. T. Kelsey, Mr. D. Khan, Professor V. J. Kirkness, Dr. S. B. Knight, Ms. L. Lam, Mr. A. Lau, Mr. T. Lau, Dr. S. C. Lindstrom, Mr. S. Lohachitranont, Mr. R. W. Lowe, Dr. D. J. MacDougall, Dr. M. MacEntee, Dean B. C. McBride, Dean J. H. McNeill, Mr. W. B. McNulty, Dean A. Meisen, Mr. A. Pederson, Mr. R. L. de Pfyffer, Dr. W. J. Phillips, Professor M. Quayle, Dr. D. J. Randall, Dr. H. B. Richer, Dr. R. A. Shearer, Dean N. Sheehan, Dr. C. E. Slonecker, Dean C. L. Smith, Ms. C. A. Soong, Ms. L. M. Sparrow, Dr. J. R. Thompson, Dr. S. Thorne, Dr. J. Vanderstoep, Dr. D. R. Verma, Dr. R. M. Will, Dr. D. Ll. Williams, Mr. E. C. H. Woo, Dr. W. C. Wright Jr.

Regrets*: Chancellor R. H. Lee, Mr. S. Arnold, Dean C. S. Binkley, Mr. J. Boritz, Dr. D. H. Cohen, Dr. J. Gosline, Dr. S. E. Grace, Rev. J. Hanrahan, Dean M. J. Hollenberg, Dr. M. Levine, Mr. C. Lim, Professor P. T. K. Lin, Dr. D. M. Lyster, Dean M. P. Marchak, Dr. M. D. Morrison, Dr. R. J. Patrick, Mrs. M. Price, Professor R. S. Reid, Professor J. A. Rice, Dean J. F. Richards, Mr. David Shu, Dr. A. J. Sinclair, Dr. L. J. Stan, Dr. W. Uegama, Dr. E. W. Whittaker, Dean E. H. K. Yen.

Senate membership

DECLARATION OF VACANCY (UNIVERSITY ACT, SECTION 35(6))

- Mr. Trevor Presley - student representative of the Faculty of Arts

REPLACEMENTS

- Mr. David Culhane, student representative of the Faculty of Arts, replacing Trevor Presley
- Mr. Aaron Pederson, student representative of the Faculty of Forestry, replacing Brian Telford

Minutes of the previous meeting

Dr. Williams
Mr. Woo
}
That the minutes of the second regular meeting of Senate for the 1995-96, having been circulated, be taken as read and adopted.

Ms. Dzerowicz asked that her remarks made at the previous meeting, under "other business", be recorded. Ms. Dzerowicz had expressed concern at the fast pace of the meeting with regard to the Political Science issue, stating that it had prevented her from participating in the discussion.

Professor Kirkness drew attention to a cultural expression on page 11225 of the minutes and asked that it be removed from the record.

> The motion, with amendments noted, was put and carried.

Business arising from the Minutes

PROGRESS REPORTS FROM THE DEAN OF GRADUATE STUDIES RE POLITICAL SCIENCE

Attention was drawn to the motion on page 11218 of the October minutes requesting that the Dean of Graduate Studies submit regular progress reports to Senate following the lifting of the suspension of graduate admissions to Political Science. Dean Grace stated that he would keep Senate informed.

Chair's remarks and related questions

There were no remarks from the Chair.

Candidates for Degrees

Dr. Kelsey
Dr. Vanderstoep
} *That the candidates for degrees and diplomas, as approved by the Faculties and Schools, be granted the degree or diploma for which they were recommended, and that the Registrar, in consultation with the Deans and the Chair of Senate, make any necessary adjustments.*

A motion by Mr. Woo that the candidates for degrees be considered seriatim failed for lack of a seconder.

> The motion was put and carried.

Election of Chancellor and election of members of Convocation to Senate

Senate was informed that as a result of the recent call for nominations Mr. William L. Sauder had been elected Chancellor by acclamation, and that the following representatives of convocation had also been elected by acclamation:

- Peter J. Andru
- Patrick T. Brady
- Orvin Lau
- Dean K. Leung
- Timothy P. T. Lo
- Robert W. Lowe
- William B. McNulty
- Robert L. de Pfyffer
- Des R. Verma
- Ron Yaworsky

The Registrar, Dr. Spencer, noted that only ten of the eleven convocation positions had been filled. Subsequent to the close of nominations, a letter had been received expressing interest in the vacant position. Dr. Spencer informed Senate that this matter was being referred to the Agenda Committee whose terms of reference include consideration of matters relating to the implementation of the *University Act*, which deals with Senate membership.

Reports of Committees of Senate

ACADEMIC POLICY COMMITTEE

Gender Neutral Degree Designations
Dr. Williams, chair of the committee, presented the report. It was explained in the material circulated that following receipt by the Registrar of a letter from an M.A. graduate requesting a gender neutral designation for her degree, the Academic Policy Committee was asked by Senate to consult with the Faculties on the need for

any changes in degree designations in general. The committee undertook this consultation, found no support among the Faculties for any change and therefore recommended that no change be made to the present degree designations.

Dr. Williams
Dr. Berger

} *That no change be made to the present degree designations.*

Carried.

ADMISSIONS COMMITTEE

Faculty of Commerce and Business Administration - new international exchange programs
Dr. Will, chair of the committee presented the report The committee recommended approval of the following eight new international exchange programs:

* Faculty of Commerce and Economics, University of Melbourne

* Melbourne Business School, University of Melbourne

Monash University

Universität zu Köln

Tel Aviv University

Keio University

* Yonsei University

University of Malaya

* These universities are already Senate approved Education Abroad Programs. The Faculty of Commerce and Business Administration has negotiated direct reciprocal exchange programs with the Business Faculties of these universities.

Dr. Will
Dr. Shearer

} *That the eight new international exchange programs developed through the Faculty of Commerce and Business Administration be approved.*

Carried.

NOMINATING COMMITTEE

Dr. Williams, chair of the committee, presented the following recommendations to fill student vacancies on Senate committees:

Admissions

Mr. David Culhane - replacing Mr. T. Presley

Agenda

Mr. David Culhane - to fill vacancy

Budget

Mr. Emile C. H. Woo - replacing Mr. H. Leung

Continuing Studies

Mr. Aaron Pederson - replacing Mr. W. Maas

Curriculum

Mr. David G. Geros - replacing Mr. K. R. MacLaren

Mr. Ian Gill - replacing Mr. D. B. Preikshot

Mr. Alexander Lohachitranont - replacing Mr. S. C. S. Tam

Library

Ms. Julie Dzerowicz - replacing Mr. H. Leung

Student Appeals on Academic Discipline

Mr. David Khan - replacing Mr. H. Leung

Ad Hoc Committee on Teaching Evaluation Review

Mr. David Shu - replacing Mr. T. Presley

> *Dr. Williams*
> *Mr. Banfield*
> } *That the recommendations of the Nominating Committee be approved.*

Carried.

Student Elections to Governing Bodies

The following proposal concerning rules and regulations for student elections to governing bodies had been circulated:

The following elections are required annually:

- Board of Governors (*University Act*, Section 19 (e))
  "Two full-time students elected from the Student Association"
- Senate (*University Act*, Section 34 (2) (h))
  "a number of full-time students, equal to the number provided in paragraphs (a) to (f), elected from the Student Association in a manner that ensures that at least one student from each faculty is elected;"
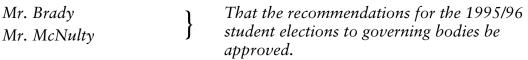
In accordance with the *University Act*, Section 42, "The Senate shall make and publish all rules…in respect of nominations, elections and voting…"

Recommendations for 1995/96 Elections of Student Senators and Board of Governors Representatives

Following consultation with the AMS, the Registrar makes the following recommendations to Senate:

- that the call for nominations be placed by the AMS in *The Ubyssey* on Friday, December 1, 1995; Friday, December 7, 1995; and Wednesday, January 3, 1996
- that the close of nominations be 4:00 pm on Friday, January 5, 1996
- announcement of the list of candidates to be provided by the Registrar's Office and placed in *The Ubyssey* by the AMS Elections Administrator on Friday, January 12, 1996 and Tuesday, January 16, 1996
- the voting to take place between Saturday, January 13, 1996 and Friday, January 19, 1996.
- election date: Friday, January 19, 1996.
- the AMS will prepare the ballots for counting. The AMS will be responsible for having the ballots counted and shall provide the results to the Registrar, in confidence. The results are not official until released by the Registrar, in writing, no earlier than 48 hours after the close of polls.
- those elected to the Board of Governors to take office at the first meeting of the Board on or after February 1
- those elected to Senate to take office at the first meeting of Senate on or after April 1

A copy of the Senate rules and regulations will be given to each candidate for election by the Registrar's Office when they submit their nominations. Copies are available to members of the Senate from the Registrar's Office on request.

| Mr. Brady | } | *That the recommendations for the 1995/96 student elections to governing bodies be approved.* |
| Mr. McNulty | | |

Ms. Chui asked if there was any reason why student representatives to the Board of Governors and the Senate must be full-time students. The Registrar responded that he knew of no reason other than that it is legislated in the *University Act*.

> The motion was put and carried.

Report on Enrolment 1995-96

The enrolment statistics for 1995-96 had been circulated for information. Mr. Culhane noted that the statistics for the Faculty of Arts were not broken down into departments. The Registrar explained that the reason there appeared to be more information for some Faculties is that registration is reported by degree program and there are more degree programs in some other Faculties. He stated that the reports are not broken down by programs within degrees. Registration in graduate degree programs shows the Faculty in which students are studying. He also stated that a more detailed registration report is given to the Faculty of Arts each year.

Report of the Official Community Plan Process of the GVRD

Professor Quayle gave the following report on the progress of the Official Community Plan Process of the GVRD:

> I am reporting to you as a member of the Official Community Plan Planning Advisory Committee, a GVRD committee that has been formed to advise the political board of the GVRD on the preparation of an Official Community Plan for UBC. I felt that it was important to inform Senate briefly on the progress of this process as it is extremely important to the future of our campus and its academic mandate.
>
> An Official Community Plan, or more fondly known as an OCP, is a general statement of the broad objectives and policies about the future form and character of a community's existing and proposed land use and servicing requirements. Its authority is vested in the Municipal Act. As you know, UBC is governed under the *Universities Act,* however, UBC has entered into a Memorandum of Understanding with the GVRD which recognizes the GVRD as acting as the civic planning authority for these lands. GVRD and UBC have agreed to work cooperatively on the planning of the campus which provides us with an exciting opportunity to be part of the region and to develop our own community with its special purpose and identity.
>
> The GVRD has hired a team of consultants to prepare the OCP -- this group has proposed a workplan which involves both technical activities and the involvement of the public and stakeholders. The team is receiving advice from a Technical Advisory Committee and a Planning Advisory Committee of citizens appointed by the GVRD in consultation with UBC. The process began in the summer with collecting, analyzing, and documenting relevant information and carrying out initial steps in the stakeholder and public consultation process.

Since September, general community consultation has been taking place around the development of a cohesive set of planning principles which will address issues of land use, density, open space, transportation, urban design, landscape, heritage and others. The principles will suggest general direction for site utilization and policy. Focused workshops have taken place to help develop these principles.

The consultants are about to enter the "alternatives" stage where the planning principles will be converted into realistic and viable land use, servicing and transportation options. Community consultation and workshops continue through this phase and into the development of the draft plan which will be completed by the end of March 1996. It then goes through the GVRD and provincial approval processes.

The community consultation is open to all of us as members of the UBC campus. However, the members of the Presidents Advisory Committee on Space Allocation, PACSA, including members of the Senate Academic Building Needs Committee, feel the need to ensure that the university community gives good and energetic feedback to the consultant team. UBC has already contributed land use objectives to the process and it is important for us to continue contributing our ideas and opinions. Yesterday, members of PACSA participated in a 2 1/2 hour session with the consultants in which we talked about the process and visions for the campus. We touched on the importance of the academic precinct and our academic mandate which is central to any community that develops here. We discussed a range of issues from transportation to community demographics to making a vibrant community day and night. We talked about our leadership role in setting examples for other communities. Other ideas included UBC as providing access to learning -- for tourists, citizens and students, the need to celebrate our diversity, both multi-racial and multi-cultural, the idea of live-work and maximizing our student employment capacities, and the importance of basing our planning decisions on the capacity of the land to sustain development. We plan another session in mid-December. We see PACSA as a conduit for university community feedback. The University intends to develop a public relations and communications strategy equally aimed at the campus and at our neighbouring communities.

I cannot stress enough the importance of this process. The OCP lays out the foundation and the principles upon which we will prepare a UBC development plan which involves more detail and a comprehensive public process.

We should see this OCP process as an opportunity to situate ourselves in the region as a unique, diverse, health and growing community (called by one person the "intellectual community centre of the region" -- and to lead the way in terms of showing how a socially, ecologically and economically sustainable community can be planned and implemented.

If it is Senate's pleasure I will continue to update you on the OCP process.

Reports from the Vice President Academic

ANNUAL REPORT ON TEACHING EVALUATION

Dr. Birch presented the following report which had been circulated for information:

A Senate *Ad Hoc* Committee on Teaching Evaluation (1990) was established by motion of Senate passed 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.

Senate adopted the 14 recommendations in the final report of its *Ad Hoc* Committee. Recommendation 1 is as follows:

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.

All faculties have in place policies and procedures for student evaluation of teaching following a Senate recommendation in the seventies. Review and revision have strengthened evaluation in recent years. But the area requiring greatest attention in recent years has been the actions to be taken in response to evaluation of teaching as less-than-satisfactory. The *Ad Hoc* Committee concluded that "it is now clear, however, that the root problem is not inadequate evaluation of teaching, but inadequate action on what the evaluations reveal."

The Centre for Faculty Development and Instructional Services has developed a full slate of programs and services to assist faculty members and teaching assistants improve their teaching. This includes a mentoring program under which many senior faculty members volunteer their services as mentors to junior faculty.

The Teaching and Learning Subcommittee of the Committee of Deans has reported with 19 recommendations for enhancing curriculum and instruction, using effectively electronic technology, improving the quality of teaching space and providing students greater engagement with UBC's research culture. The Subcommittee's Chair, Dean McBride, will bring a further report to Senate in the near future.

We are just completing a classroom masterplan and a review and revision of policies governing the maintenance, enhancement and administration of classrooms. Cyclical maintenance, minor capital and academic equipment funds have been used over the past few years to improve woefully inadequate classrooms which until that time had taken second place in Deans' priorities to equally inadequate research facilities. In the context of the classroom masterplan and updated policies, we expect to coordinate more effectively the use of the various funds.

Reports from the Vice President Academic

In 1994/95 we committed the entire $2.67 million obtained from the provincial Innovation Fund to the use of current technology to enhance learning and teaching. The projects of the various faculties are coordinated through the Media Resources Network (MRN). In 1995/96 a further $1.33 million from the Innovation Fund will be obtained for the same purpose. Progress made last year placed UBC (through the MRN) in a position to obtain membership as a "New Media Centre", a consortium of 50 universities worldwide and 12 major advanced multi-media firms.

Over a period of several years we have built up (through a special tuition charge) a revolving fund increasing in size to $2.3 million for 1996/97. Students are involved at every level in the preparation and adjudication of proposals to be considered for support from the Teaching and Learning Enhancement Fund. Projects funded for 1995/96 are outlined in the current report and the call is out for 1996/97 proposals.

Twenty-two University Teaching Prizes are awarded annually. Established University-wide and adjudicated within each Faculty, the prizes carry awards of $5,000 and winners are recognized at Congregation. These have been financed primarily from the Killam General Fund and from 1996 will be known as the Killam University Teaching Prizes.

A summary report from the Dean of each Faculty follows.

Faculty of Agricultural Sciences

The Faculty of Agricultural Sciences is committed to excellence in teaching and attempts to reinforce the importance of teaching quality in a variety of ways including:

- an annual competition for the Teaching Excellence Award and an annual recognition reception for winners
- strong encouragement (including assumption of the cost by the Dean's Office) for faculty members to attend TAG workshops. (The majority of faculty have participated in at least one workshop.)
- the explicit utilization of teaching evaluation results as a major element in promotion, reappointment, tenure and merit deliberations
- the distribution to academic units of publications devoted to teaching
- a Faculty-wide Teaching-Learning Committee with a mandate to foster excellence in teaching throughout the Faculty
- a commitment to improve methods of teaching evaluation for graduate courses and supervision, and for GIS course tutoring

Faculty of Applied Science

The Faculty of Applied Science consists of seven Engineering Departments, a School of Architecture and a School of Nursing. Since the nature of teaching varies in the three areas, different forms are used to evaluate teaching. However, every undergraduate course is evaluated prior to the end of term. In the case of Engineering and Architecture courses, the quantitative sections of the forms are computer read and evaluated by the UBC Educational Measurement Research Group. The results are reviewed by the Heads and Director. For Engineering, the summaries are also reviewed by the Dean.

In the Fall 1994 and Winter 1995 Terms, over 160 full-time faculty members, Sessional Lecturers and part-time Lecturers taught Engineering courses. Teaching performance which was deemed to be less than satisfactory was experienced by nine full-time faculty members in nine courses. In all cases, their performance in other courses was satisfactory or better. In addition, five Sessional Lecturers performed less than satisfactorily in four courses, largely because they gave the courses for the first time. In all cases, the instructors were advised by the Department Heads of the concerns and strongly encouraged to attend TAG seminars; most of them have done so.

There were no instructors whose performance was less than satisfactory in the School of Architecture. The School of Nursing had two instructors whose performance was deemed to be marginal. The Director has advised the faculty members of the concern and improvements have been initiated.

The Faculty of Applied Science attaches great importance to teaching. Teaching performance figures prominently in tenure, reappointment and promotion decisions. Furthermore, it is always taken into account during performance evaluations related to salary adjustments.

It is expected that the Faculty of Applied Science will place even heavier emphasis on the quality of teaching in coming years due to the need to offer instruction more efficiently while resources are declining. Computer-assisted teaching, which is being introduced in select courses, should become an effective mode of instruction which complements traditional forms of teaching.

Faculty of Arts

The Departments, Schools and Programs that comprise the Faculty of Arts have undertaken several proactive initiatives to ensure that teaching is both honoured and carefully monitored in each unit. A widely-used instrument is now in place to ensure that standards are maintained across the board in all courses, and that provides students with evidence of the Faculty's serious intent by inviting them to evaluate both instruction and the contents of each course taken. Teaching Evaluation Committees and a peer review system are now in place to support Heads and Directors in assessing

Reports from the Vice President Academic

the effectiveness of individual teachers, and incentives to teach well are provided in guidelines for Promotions, Tenure and Merit in each unit. The Faculty of Arts, in awarding five Teaching Excellence prizes each year also ensure that its master teachers are publicly recognized in disciplines that balance pedagogy and research in equal measure.

Faculty of Commerce and Business Administration

The Faculty of Commerce tries to focus on prevention rather than cure.

A new Course Evaluation Form (CEF) was introduced in Fall 1994 to simplify and clarify the evaluation process as part of the Faculty's performance management program. Results of student evaluations show that the general level of teaching in the Faculty of Commerce is high.

In response to poor student evaluations, some remedies we have implemented have included team teaching with a teacher with above average skills; a mentoring approach with classroom observation by a senior Faculty member including discussion with students and guidance for the teacher; TAG seminars; and modified teaching assignments when evaluations were erratic.

Communication of Knowledge is one of the two primary criteria on which cases for promotion and tenure are assessed. Poor teaching results would seriously affect the outcome of any such decision.

During periodic review for reappointment, tenure or promotion teaching performance is discussed and solutions for poor performance are discussed with the candidate.

Poor teaching evaluations have resulted in the denial of merit awards.

The Faculty's Teaching Development Committee assists new instructors, promotes improvement of teaching skills in all faculty, arranges for individual guidance and assistance when required and organizes seminars on teaching methods.

Whenever possible, the Faculty has endeavoured to fund Teaching with Cases Workshops at the University of Western Ontario to develop teaching skills.

Good teaching is rewarded with several teaching prizes - five include monetary awards and the sixth is the Commerce Talking Stick Award for pedagogical innovation.

A new Doctoral Student Award for Outstanding Teaching was presented for the first time this year.

A new teaching course has been introduced for PhDs which may be expanded as a course for faculty after its initial offering.

Faculty of Dentistry

For the academic years 1993/94 and 1994/95, there have been only two instances of less than satisfactory teaching performance in the Faculty of Dentistry. These cases had minimal teaching impact on the program which involves about 40 full-time teachers and about 150 part-time instructors. Both cases involved part-time clinical instructors and neither was reappointed.

I believe that we have an intensive infrastructure in place because of the special demands of combining didactic and clinical teaching involving human subjects as patients and in fact as educational material.

All part-time instructors receive Faculty and Departmental orientation. All are evaluated by a standardized student evaluation system every two years (and more frequently if newly appointed or required), as coordinated through the Educational Division of the Health Sciences Coordinators Office. Discipline Heads meet with these instructors to provide feedback on these evaluations and remedial action is taken either in the form of counselling, programs in the Summer Teaching Institute of the Association of Canadian Faculties of Dentistry, or UBC programs such as TAGS and TIPS. Where needed, certain individuals are not reappointed.

All full-time faculty are mentored through their department heads with reviews every six months. Teaching evaluations are scheduled for years two and four after initial appointment. Teaching mentors are assigned for all pre-tenure faculty to advise on preparation of teaching materials, lecture presentation and evaluation methods. All faculty are encouraged to be evaluated by students and peers every two years, as coordinated through the Educational Division of the Health Sciences Coordinators Office. The same approaches for remediation or improvement are used as described above for the part-time faculty.

Finally, all faculty require student reviews, peer reviews and teaching dossiers as part of their applications for tenure and promotion, and teaching awards.

Faculty of Education

The Faculty of Education has about 170 faculty members and many sessional lecturers and seconded teachers in five Departments, the School of Human Kinetics, and several alternative programs.

We take good teaching very seriously, find the selection of our two teaching prize winners each year extremely difficult because of the number of excellent candidates and have begun to encourage the development of teaching portfolios. The Faculty has, for many years, used both student and peer evaluations of teaching. The Standing Committee on the Evaluation of Teaching - SCET (currently directed by Dr. Frank Echols) administers all formal student and peer evaluations. It is a Faculty rule that any sessional with a SCET score of less than five on a seven-point scale is in danger of not

being rehired and if the score is less than four they will not be rehired. Heads may appeal this decision by presenting evidence of extenuating circumstances and this has occurred in a couple of instances. In the 1993/94 and 1994/95 time period there were 87 individuals whom we highlighted as being less than satisfactory in teaching using the "less than five on a scale of seven" criteria. Each unit with an individual with a low score was send a memo asking that the Head meet with the person and that some action be taken and reported to the Dean's Office. The following is a summary of those reports.

1. By far the most common approach is not to rehire the person. There were 45 cases of the person not being rehired.

2. The next most common category is a score that is anomalous, that is the low SCET score was an exception to other SCET scores received by the instructor. In this same category there were four instances where the low SCET score was for an instructor who was teaching a course at the University for the first time.

3. The third most common action is to suggest remediation. There were nine instances of self-improvement plans developed.

4. A fourth strategy has to do with individuals in fields where it is extremely difficult to find instructors. If low SCET scores are received we agree to work diligently with the individual to try and improve the teaching. For example, we find it very difficult to find someone who can teach a mathematics methods course in French. We spend an enormous amount of time improving the instructor's teaching, rather than trying to find another instructor.

5. There were several categories with three or fewer instances in each and these are briefly described:

   a. there were three instructors receiving low SCET scores in the Ritsumeikan program. We are working with our SCET Office to try to develop a form which is more culturally sensitive to the needs of this program;

   b. there were three instances where it was felt that the course rather than the instructor was at fault;

   c. there are several cases in the Faculty where the instructor is a tenured member of the Faculty. The Faculty administration is working to determine what should be done in these cases;

   d. the final category was that of an instructor who had retired and therefore no action was taken.

Faculty of Forestry

Each semester we ask students to rate the several dimensions of pedagogical performance in individual courses, and to provide a summary rating of the instructor using six-point scale: 1=excellent, 2=very good, 3=good, 4=fair, 5=poor, and 6=very poor. In 1993/94, the average rating for the 41 faculty members and nine sessional

lecturers in the Faculty of Forestry was 2.16 with a standard deviation of 0.49. Three continuing faculty members and two sessional lecturers were rated as less than "Good" (3.0). One of the three resigned from the University before he was considered for tenure. The second case involved the first instance of a course's being offered, and the rating improved significantly in 1994/5, The third case involves a tenured assistant professor who consistently receives a poor evaluation despite having taken the TAG workshop and receiving other help to improve his teaching.

In 1994/95 the average rating for 36 faculty members and 15 sessional lecturers in the Faculty of Forestry was 2.28 with a standard deviation of 0.44. One continuing faculty member and two sessional lecturers were rated as less than "Good" (3.0). The one continuing faculty member is the same individual mentioned above who consistently receives a poor evaluation despite having taken course to improve his teaching.

The somewhat lower average teaching evaluation in 1994/95 (2.28) than in 1993/94 is probably due to a higher enrolment, larger class sizes and greater use of sessional lecturers.

Faculty of Graduate Studies

There were no courses in Genetics, Neuroscience, Occupational Hygiene or Resource Management and Environmental Studies where the teaching evaluations have been less than satisfactory.

All courses in the School of Community and Regional Planning were rated at more than satisfactory with the exception of one. In that case changes were made in the format of the course in 1994-95 and this produced a much more satisfactory course.

Faculty of Law

The Faculty of Law is pleased to report that during 1993/94 and 1994/95 there were no teaching evaluations at a less than satisfactory level.

Faculty of Medicine

The Faculty of Medicine comprises 17 departments (covering both basic sciences and various fields of clinical practice) and two schools. The Faculty includes 426 full-time faculty members, and a large number of clinical and part-time faculty members.

Assessment of teaching in the Faculty involves the use of both student and peer teaching evaluations in most areas. Fourteen departments and one school had no faculty members' teaching evaluated as less than satisfactory in 1993-94 and 1994-95. Of the remaining three departments and one school, instructors who received less than satisfactory teaching assessments were advised to participate in seminars provided through the Teaching and Academic Growth program, or the TIPS workshop, or they received counselling by the undergraduate program director.

Within the past year, a standing Faculty Development Committee has been constituted to plan, develop, implement and evaluate professional development of faculty members in Medicine in the areas of education skills and personal development. Personal development includes the change process - in concert with our undergraduate curriculum revision, communication skills, public speaking skills, etc.

Faculty of Pharmaceutical Sciences

Student and peer evaluations of teaching are the responsibility of the Teaching Evaluation and Development (TED) Committee. The Student Evaluation of Teaching instrument was revised in 1994 to enhance its usefulness in evaluating differing teaching methodologies currently in use in this Faculty. The instrument incorporates an item designed to assess overall performance on a 5-point scale (1=very poor to 5=very good) and written comments from the students are encouraged. Of 30 full-time faculty members in the Faculty none received an assessment of teaching considered less than satisfactory in 1993/94 and 1994/95. The evaluation of one Faculty member was considered marginal and the Dean and Chair of the TED Committee recommended courses of action for the individual (peer evaluation of teaching, TAG Workshop). The overall performance mean scores for all instructors in undergraduate, required courses in 1993-94 and 1994-95 were 4.1 and 4.0 respectively.

All new graduate students in the Faculty are required to participate in the Communication Skills Program and graduate teaching assistants attend workshops on teaching such as TAG or ISW.

In 1993/94 and 1994/95, the Faculty received Teaching and Learning Enhancement Grants to develop new teaching strategies and tools within specific under- graduate courses. Four faculty members have been trained as facilitators/tutors for problem-based learning. Several faculty members participate regularly in Society for Teaching and Learning in Higher Education (STLHE) Conferences. Most, if not all, new faculty take the TAG Workshop.

Peer evaluation of teaching procedures were completely revised in 1993/94 and a system of mandatory (for new faculty in their second year of teaching) and voluntary reviews implemented. The purpose of this peer review process is to provide constructive and supportive feedback to instructors about their teaching.

Faculty of Science

Teachers in all courses in the Faculty of Science are evaluated at the end of the term with a standardized questionnaire having 6 questions and space for comments. The questions are:

1. Presented material in a clear and understandable way?
2. Presented material in an interesting manner?
3. Was receptive to questions?
4. Stimulated students to think?
5. Was considerate of students?
6. Taught effectively?

Answers are based on a 5 point scale with 5 being the best and 1 the worst. An overall average value is used for comparison, but this mean value is often higher than the score given by the students for overall teaching effectiveness. The questionnaires are summarized in the Dean's office and returned to department heads. Results are not returned to faculty members until grades have been submitted. Summarized results are published by the Science Undergraduate Society and circulated to students during the summer in their newspaper. Department heads report to the Dean on actions taken in cases in which evaluations indicate a problem.

In general the quality of teaching in the Faculty is quite good with many faculty scoring having an average score between 4 and 5 (Figure 1). Individuals receiving average evaluations of 3 or below are considered to require serious remedial action. Average scores below 4 indicate that improvement is needed. An interesting finding is that teachers who score high in regard to stimulating students to think also tend to receive positive teaching evaluations overall. While it is convenient to compare using overall average scores, more consideration should be given to whether students thought the professor taught effectively. This tends to be lower than the average score.

Below are summaries of the reports of the department heads in the Faculty of Science. If we compare our 5 point evaluation system to the grades we give our students we would like to see all our faculty in the A and B category. While we still have a ways to go, the goal of the Faculty of Science is to have all evaluations above 4.0.

Botany

The head of Botany is commended for writing a personal letter to each faculty member commenting on the positive and negative aspects of the teaching evaluations and suggesting help with remedial action when necessary. Two members of the department, have refused to carryout formal course evaluations and the head has indicated that he will take action on this in the future. Three faculty members and one teaching assistant in the Botany Department had evaluations of less than 3. The head has outlined a course of action for each including setting up teaching "buddies" for these people to give continuing detailed comment on the teaching styles, and he has made recommendations for involvement in TAG activities.

Computer Science

Average evaluation scores for all faculty were above 3 for question 6 - taught effectively? but were close to 3 for 2 individuals and the Dean has recommended to the head that he consult with these individuals and recommend participation in TAG workshops.

Chemistry

Three faculty members had scores on teaching effectiveness below three and 4 others had scores close to 3 for teaching effectiveness. One of these will be retiring in a year and has been relieved of teaching and another has been recommended for participation in TAG workshops. Mentoring of the others is recommended.

Geophysics and Astronomy

The individual with the lowest evaluations in this department has moved to another university. The head of this department considers mean evaluations between 3 and 4 to indicate the need for improvement and has suggested changes that may improve the presentation of course materials.

Geology

The department head points out that no one in the department received an average evaluation of less than 3.6 and almost all faculty members have an average score of 4.5 or above for one course they teach. The head of this department considers that any course with an evaluation of less than 4 should be looked at and the results discussed with the faculty member. Because many geology courses are taken by both students in Science and Applied Sciences the backgrounds and expectations of the students can vary and this may be reflected in evaluations.

Mathematics

Four cases of unacceptably low evaluations were identified by the head of the math department. One faculty member is resistant to discussion of the problem and can only be dealt with through denial of CPI. In the second case the head has recommended that the faculty member attend lectures by another faculty member with good course evaluations and that he take a TAG workshop. The third case was resolved through retirement. The fourth case involved a visiting professor who will not be teaching again.

Microbiology

Average scores for all faculty in Microbiology are above 3.8 and most are above 4.5. Two new faculty members continue to have good evaluations. A faculty member who has had lower evaluations in the past continues to improve.

Oceanography

The lowest scores in Oceanography were for a summer course taught by two graduate students. This is being looked into by the head. Average scores for other faculty were close to 4 with one exception which indicates overall good quality of teaching. One exception is being dealt with by the head.

Statistics

Two faculty members were identified has having unacceptably low teaching evaluations. One took a TAG workshop in May and the Head has discussed with him his evaluations and has offered to attend his classes and give him feedback. The Head also discussed the course evaluations with the other faculty member with a low average score and he took the TAG workshop in August 1995. Over half of the average evaluation scores for this department are below 4 which indicates the need for overall improvement in this department.

VANCOUVER SENATE   11260
MINUTES OF NOVEMBER 15, 1995
*Report on Joint Degree Programs offered by UBC in collaboration with Okanagan University College and the
University College of the Cariboo*

Physics

Three individuals in the Department of Physics received average scores below 3. In one case the faculty member has been relieved of the teaching assignment, the second was an associate member of the department who participates in a team taught course and his future teaching will be monitored, and the third individual has been transferred from teaching a first year course to teaching upper level courses.

Zoology

Seventy-five percent of the average scores for 68 courses which were evaluated were above 4. Almost all of the scores below 4 were still above 3.8. While the department head did not identify any problems, one case with a score of 3.18 deserves some further investigation. This faculty member did better in another course.

Dr. Will commended Dr. Birch for the much improved format and nature of this year's report. He said he wished to bring Senate's attention to the statement that the lowest teaching evaluation scores in Oceanography were for a summer course taught by two graduate students. He said he did not want to comment on this specific case of below-average teaching, but to use it as an opportunity to remind Senate of a 1978 report on the employment of teaching assistants/graduate students that mandated through motions passed by Senate that graduate students who assist in the classroom be provided with adequate supervision and that in no case should a teaching assistant be solely responsible for course content and the determination of final marks.

Dean McBride, in response to Dr. Will, said that the Faculty of Science was aware of the conditions placed by Senate on teaching assistants, and that in this particular case the Department of Oceanography had monitored and assisted the graduate students, as required.

Report on Joint Degree Programs offered by UBC in collaboration with Okanagan University College and the University College of the Cariboo

The following report had been circulated for information:

This is the seventh year of UBC's partnership with the Okanagan and Cariboo University Colleges in offering third and fourth year courses in Arts and Science and the UBC Elementary Education Program (Cariboo only).

All courses conform to UBC standards. Instructors have been interviewed by representatives of the UBC departments and their credentials evaluated. All instructional assignments have been approved by the relevant UBC department and office of the dean.

Funding for UBC's participation in these joint ventures has been provided by the Province of British Columbia. For 1995/96, UBC received $400,000 to defray the cost of liaison in the Faculties of Arts, Science and Education, as well as expenses incurred by the Library and Registrar's Office. No UBC operating funds are being used to service our participation.

Liaison coordinators for the Faculties deal with the continuing development of programs by the University Colleges (UCs), assistance in recruiting new faculty members, supporting visits of UBC faculty members to give guest lectures, evaluating scholarly activity of UC colleagues and ensuring course standards are maintained.

Since 1989, when UBC entered into the partnerships, it has been understood that the nature of UBC's involvement was designed to lead to the timely achievement of the goal of independent degree-granting status for the UCs. Last year, the Five Year Review of the Partnership Agreement contained UBC's recommendations about issues affecting readiness for autonomy. The College and Institute Act was amended last year to enable such institutions to offer their own degrees. Much of our discussion in the past year has revolved around transition arrangements, as both Cariboo and Okanagan develop plans to admit students to their own degree programs starting in September 1996. Meetings at UBC were held with both UCs to commence work on the winding down of the formal partnerships in arts and science. It should be noted that before UBC can wind down its participation in the Education program at Cariboo, the College of Teachers must certify Cariboo to offer its own degree program. It is not clear when that will occur.

Meanwhile, the move toward autonomy in arts and science is progressing, with the Faculty Coordinators playing the lead role for UBC in transition arrangements on site. Both Graeme Wynn (Coordinator for the Faculty of Arts) and John Sams (Coordinator for the Faculty of Science) feel the move is positive and appropriate. Several issues remain to be addressed with regard to curriculum and governance, but the Coordinators feel these are matters that the University Colleges must work out for themselves, with due attention to their circumstances. As in the past, UBC stands ready to assist on request.

At the University College of the Cariboo, Charles Ungerleider (Faculty Coordinator for Education) has worked with Bill Slaney, who was appointed Associate Dean responsible for the B.Ed program. A number of initiatives are underway, including: the development of plans leading to program approval by the B.C. College of Teachers and autonomous conduct of the teacher education program; new committee procedures and policies concerned with practicum placements; a workshop series on computing skills was added, as was the *R*ecommended *E*mployment *S*kills *U*seful for *M*aking it in *E*ducation (RESUME) workshop series designed to help students make professional presentations of their experiences to prospective employers.

Report on Joint Degree Programs offered by UBC in collaboration with Okanagan University College and the University College of the Cariboo

Okanagan University College

	89/90	90/91	91/92	92/93	93/94	94/95	95/96
BA 3rd & 4th year	n.a.	123	175	234	323	347	342
Graduates	n.a.	7	25	45	66	66	Est. 90
B.Sc. 3rd & 4th year	n.a.	26	38	75	86	100	131
Graduates	n.a.	1	5	7	22	22	Est. 35
B.Ed. Enrolment	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Graduates	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Total 1st & 2nd year enrolment (Academic Program)	1,769	2,888	3,206	3,171	2,990	2,800	2,885

University College of the Cariboo

	89/90	90/91	91/92	92/93	93/94	94/95	95/96
BA 3rd & 4th year	n.a.	99	161	235	256	386	334
Graduates	n.a.	11	27	46	67	82	100
B.Sc. 3rd & 4th year	n.a.	25	41	79	97	126	107
Graduates	n.a.	1	9	18	37	35	40
B.Ed. Enrolment	n.a.	31	58	85	99	98	90
Graduates	n.a.	11	20	33	43	43	50
Total 1st & 2nd year enrolment (Academic Program)	1,161	1,997	1,947	2,266	2,722	2,767	2,504

Partnership Grants

1989-90	1990-91	1991-92	1992-93	1993-94	1994-95	1995-96
$683,800	$683,800	$615,000	$553,500	$425,000	$400,000	$400,000

Progress Report on the Media Resource Network including the 1995/96 application of the innovation fund

Dr. Birch spoke briefly to the following report, which had been circulated for information, stating that UBC's integrated proposal was seen as the most coherent from among all the universities and colleges. He stated that this initiative has helped UBC to use the advanced technology in an integrated and supportive way.

INTRODUCTION

The University of British Columbia is moving to the forefront among Canadian universities in developing research and instructional applications of new media technologies. It is home to a number of advanced research facilities--including EGEMS, MAGIC, MERlin, and MUSE-- which are dedicated to investigating the art and science of these new technologies. UBC has seen in the past year a large number of new activities devoted to enhancing the learning environment for students through the application of media technologies. This work is facilitated by UBC's fibre-based data network that features ATM switches which enable high-speed connectivity among research and instructional venues. In short, UBC is in a propitious position to take a leadership role in the development, application, and testing of new media in educational and research settings. This role was recognized when UBC was invited to join fifty other universities and twelve leading information technology companies around the world as a 'New Media Center', as reported to the Board of Governors in March.

In early 1994, UBC established the Media Resources Network (MRN) in order to support the campus-wide growth and coordination of new media as a means to improve the quality of instruction and research through the application of these new technologies. In July 1994, the MRN worked with deans to organize and develop the UBC submission to the Innovation Fund of the Ministry of Skills, Training and Labour. The UBC submission "An Integrated Plan to Extend and Improve University Instruction to British Columbians" of some thirty-five related projects, totalling $2.67 million, was approved. Copies of the "Integrated Plan" were provided to the Board of Governors and a current list of the 1994-95 Innovation Fund projects is shown in Chart 1. These projects were officially announced by the Honourable Art Charbonneau in February 1995, and progress on them is described in the 1994-95 Integrated Plan final report submitted to the Ministry of Skills, Training and Labour on November 15, 1995. The 1995-96 Integrated Plan - Year Two application to the Innovation Fund for $1.33M was submitted October 31, 1995.

Current projects are best understood and appreciated by viewing them on the MRN home page, **http://www.mrn.ubc.ca**. The projects found on the MRN home page will lead surfers to the home pages of associated academic departments and hence provide a sense of the depth of activity on the net at UBC related to new media applications. It is widely agreed that the first year of the Innovation Fund has had an enormous impact on the university's capability and plans to use the media in teaching and learning on campus and at a distance.

MRN ORGANIZATION AND MANDATE

The Media Resources Network is guided by the MRN Steering Committee and is dedicated to providing leadership in campus-wide initiatives which develop the university's ability to use new technologies to enhance instructional and research objectives. The MRN is made up of the Steering Committee and its subcommittees, and those innovative projects and research facilities that participate in MRN ongoing programs and initiatives.

Recently the MRN has received an expanded role from the UBC Leadership Group. In response to the Fall 1994 Senate Report of the Teaching and Learning Subcommittee, the Leadership Group articulated the MRN Steering Committee role as one to develop the university's ability to use new technology to enhance instructional and research objectives. In particular, the MRN was asked to:

a) propose overall objectives for technology in instruction

b) develop a system of teaching and learning project evaluation

c) coordinate programs between Faculties and other units, including the Library

d) propose appropriate training for faculty and staff, including student assistants

e) ensure that we emphasize the management of technology and not merely the acquisition of state-of-the-art equipment.

The MRN Steering Committee established a series of immediate and long-range objectives. These are periodically reviewed and at this point, MRN objectives include the following:

- to act as a catalyst in the adoption of new information technologies in university instruction and research.
- to serve as a focal point for development of expertise and resources in support of new media on campus and related educational and research facilities.
- to foster cooperative ventures among interested parties in media technologies, including UBC's media research facilities, faculty projects in new media, Continuing Studies programs, and the TELEcentre.
- to promote the development and evaluation of innovative instructional approaches that link worldwide resources, introduce new skills or deliver training in established skills in new ways, and extend the campus learning environments.
- to encourage the dissemination of information on, as well as training in, these new technologies for the campus as a whole, as well as in conjunction with industry and educational partners.
- to advise the deans and other members of the academic community on the instructional and curricular benefits available with new media technologies.
- to recommend policy initiatives, as well as preferred and common platforms, for the campus-wide use and distribution of media resources to the appropriate university bodies.
- to support the development of the campus high-speed network infrastructure and UBC's ability to produce high-quality multimedia materials.
- to engage effective processes of evaluation for the use of new information technologies in instructional settings.
- to assist in UBC's advantageous engagement in new technologies for the twenty-first century.

Progress Report on the Media Resource Network including the 1995/96 application of the innovation fund

The MRN reports to the Vice President Academic and Provost through the Office of the Associate Vice President, Computing and Communications. Members of the Steering Committee are representatives from each of the Faculties appointed by the respective Deans. The Library and Continuing Studies are also represented on the Steering Committee which is chaired by Dean Barry McBride. The Steering Committee liaises with relevant committees on campus, such as the President's Advisory Committee on Teaching Spaces, the Advisory Committee on Information Technology, as well as various committees of Senate including the Senate Curriculum Committee. The Chair reports regularly to Leadership Group colleagues.

The MRN is the coordinating body for the development and implementation of instructionally-focussed interactive media. As such, the MRN exists by virtue of the participation of faculty members, professional and management personnel from across campus, and carries on its work without a continuing operating budget. Some services are offered for a fee and staff members are contracted from Media Services. Currently, project personnel and associates include:

Project personnel:

- Margaret Ellis, project leader, MRN
- Paul Hibbitts
- Tom Nicol
- Sheila West
- Contract staff (as needed and funded)

Associates:

- Tony Bates, Director, Distance Education and Technology, Continuing Studies
- Ian Franks, Director, Media Services

The MRN Steering Committee has responded to its mandate by establishing a number of subcommittees which currently include Executive, Human Resources Development, Evaluation, Research, and Distributed Learning. The membership of the MRN Steering Committee is:

BARRY C. MCBRIDE
Chair, Dean of Science

KELLY BOOTH
Director, Media & Graphics Interdisciplinary Centre, Faculty of Graduate Studies

MICHAEL DAVIES
Associate Dean, Faculty of Applied Science

DAVID W. FIELDING
Associate Professor, Faculty of Pharmaceutical Sciences

CAROL HERBERT
Head, Family Practice Department, Faculty of Medicine

GEOFF HERRING
Professor, Chemistry Department, Faculty of Science

ROBERT PATERSON
Professor, Faculty of Law

DON PATERSON
Associate Dean, Faculty of Arts

MICHAEL PITT
Associate Dean, Faculty of Agricultural Sciences

BERNIE SHEEHAN
Associate Vice President, Computing & Communications

JIM SHERRILL
Associate Dean, Faculty of Education

JULIE STEVENS
Undergraduate Library Services Coordinator, Sedgewick Library

DAVID TAIT
Assistant Professor, Faculty of Forestry

WALTER UEGAMA
Associate Vice President, Continuing Studies

CARSON WOO
Assistant Professor, Faculty of Commerce & Business Administration

PROGRESS SINCE NOVEMBER 1994

The MRN has made progress in facilitating the instructional uses of new media technologies across a number of fronts since the first Innovation Fund award was made last November. It has enhanced the resources of the MRN hub located at the TELEcentre. This capability provides a basis for a shared development and distribution of resources from hardware to expertise. A number of communication strategies have also been implemented to create greater awareness on campus of the educational potential of new media in advancing the effective use of these technologies. Finally, the MRN has been providing, through its TELEcentre team of experts, support services to a wide range of Innovation Fund projects, as well as developing student assistantships which will allow greater expertise to spread within Faculties and other units. The highlights of the MRN's achievements in these and other areas are summarized in the following.

INNOVATION FUND PROJECT COORDINATION

The MRN provided overall coordination for UBC's Innovation Fund projects in the first year of the Integrated Plan in a number of areas, including the organization of a project mailing list, consultation on development of revised budgets, assistance in the enhancement of proposals, as well as managing staff assignments and student assistantships. The MRN also established a new-media mailing list open to all members of the university. This leadership and coordination will continue into the second year of the Integrated Plan.

INNOVATION FUND 1995-96: INTEGRATED PLAN --YEAR TWO

The MRN managed the process leading to the preparation of the UBC submission entitled "Integrated Plan to Extend and Improve University Instruction to British Columbians: Year Two." Over the summer months, each Faculty engaged in a process which included the preparation of project proposals by individuals and groups that were then reviewed at the departmental and Faculty levels. Deans proposed projects which met the guidelines and budget ceilings set by the MRN Steering Committee and approved by the Vice President Academic and Provost. The final document that was submitted to the Ministry of Skills, Training and Labour on October 31 is attached. Chart 2 summarizes the projects included in the second year of the Integrated Plan.

Progress Report on the Media Resource Network including the 1995/96 application of the innovation fund

INNOVATION FUND 1994-95: INTEGRATED PLAN -- FINAL REPORT

The final report of the first year of the Integrated Plan was prepared by the Centre for Applied Studies in Evaluation (CASE) in the Faculty of Education under contract to MRN. Evaluation was identified as a critical component of the July 1994 Innovation Fund submission. The CASE report is a valuable asset not only in reporting progress to the funder but also in assisting continuing project planning of further activities including preparation of the second year of the Integrated Plan. The Report also provides the campus with detailed information on the state of the application of new media to instruction and learning.

MRN COMMUNICATION

A home page containing information on the MRN and on Innovation Fund Projects was established. Among the utilities being tested is Web Chat, a way of communicating in real-time on the Web. This Internet tool may prove useful for interaction among instructors and students within Web-based courses.

The MRN team developed a brochure that introduced the Innovation Fund and the MRN's role within it..

An Innovation Fund interactive program was produced in Supercard for the Macintosh and is available on the MRN home page as an introduction to Innovation Fund projects. The Honourable Art Charbonneau used the interactive program in February at the time of the official launch of the UBC Innovation Fund projects.

The MRN organizes monthly demonstrations of Innovation Fund and related projects. These demonstrations have been attended by large numbers of faculty, staff and students. Attendees include not only those working on Innovation Fund projects but also others interested in new media applications. Occasionally, visitors to campus curious about UBC activity and progress in this area of enormous potential, attend and participate.

THE MRN HUB

UBC's application to be a member of the New Media Centers was accepted and reported to the Board of Governors in March 1995. This has led to the University's participation in NMC events and will provide for innovative projects in collaboration with the NMC industry partners. Membership also provides the opportunity to work with the other academic centers on a regular basis and lends recognition to UBC's emerging leadership role in new media applications.

A high-resolution Barco projection system has been installed in the TELEcentre theatre to provide for MRN demonstrations and regular use in a wide variety of multimedia presentations, including distance education.

A new second generation ATM switch has been purchased and installed, increasing the campus high-speed network capacity and enhancing the University's investment in the fibre-optic backbone which now extends to most major buildings.

A Sun Sparc workstation has been purchased by the TELEcentre for the development of new media applications. The ATM connected workstation and software is being used for Web server and Web application development, workstation-based video-conferencing, and MBONE broad or multicast interactive Internet applications.

Video server technology has been a focus for facilitating new media developments and applications on campus. A video server using Starlight Networks Starworks software has been installed and tested. MPEG compression technology is being purchased from FutureTel. This technology will provide the foundation for a comprehensive, integrated and production-standard media server which will allow high-speed network access to a wide variety of multimedia files, including text, graphics, sound and video.

A CD-ROM writer is being purchased for the packaging and distribution of multimedia products which are being developed through the Innovation Fund and other projects.

STUDENT ASSISTANTSHIPS

The MRN developed a student assistantship program in which students are hired to work on departmental multimedia-based projects. The MRN provides half of the required funding for one student per faculty. MRN staff provide in-service training in multimedia design and implementation as students contribute to these departmental projects.

Commenting on the report Dr. Richer said that although this was a step in the right direction, the fact that many classrooms at UBC are not wired for electronic communications makes UBC a very difficult place to teach.

Report of the Tributes Committee (in camera)

HONORARY DEGREES

Dean McBride, chair of the committee, presented the report. The committee recommended that the following be invited to accept honorary degrees at the 1996 congregation ceremonies.

THIS SECTION OF THE MINUTES IS NOT BEING CIRCULATED

Report of the Tributes Committee (in camera)

THIS SECTION OF THE MINUTES IS NOT BEING CIRCULATED

Dean McBride
Dr. Cook } *That the recommendations of the Tributes Committee concerning honorary degrees be approved.*

Mr. Woo
Ms. Chui } *That the recommendations be considered seriatim.*

Lost.

The motion to approve the recommendations of the committee was put and carried.

Adjournment

The meeting adjourned at 9:00 p.m.

Next meeting

The next regular meeting of Senate will be held on Wednesday, December 13, 1995.