

COMMUNITY IMPACT TASK FORCE REPORT

VANCOUVER COMMUNITY COLLEGE

May 14, 1987

General Terms of Reference

What might the College do to increase its impact on the community (including public relations, marketing, community involvement)?

Relevant Recommendations

Institutional Evaluation Steering Committee	19, 20, 21, 22, 25, 40
External Review Team	19, 22, 27, 28
Vision Statement	3, 6, 7, 11

Task Force Members

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TABLE OF CONTENTS

Introduction

Flow Chart of Existing and Proposed Committees

Recommendations

On Collaboration with Industry

On Internal Incentives

On Community Presence - Action to date
 - Proposed Action

Major Recommendation

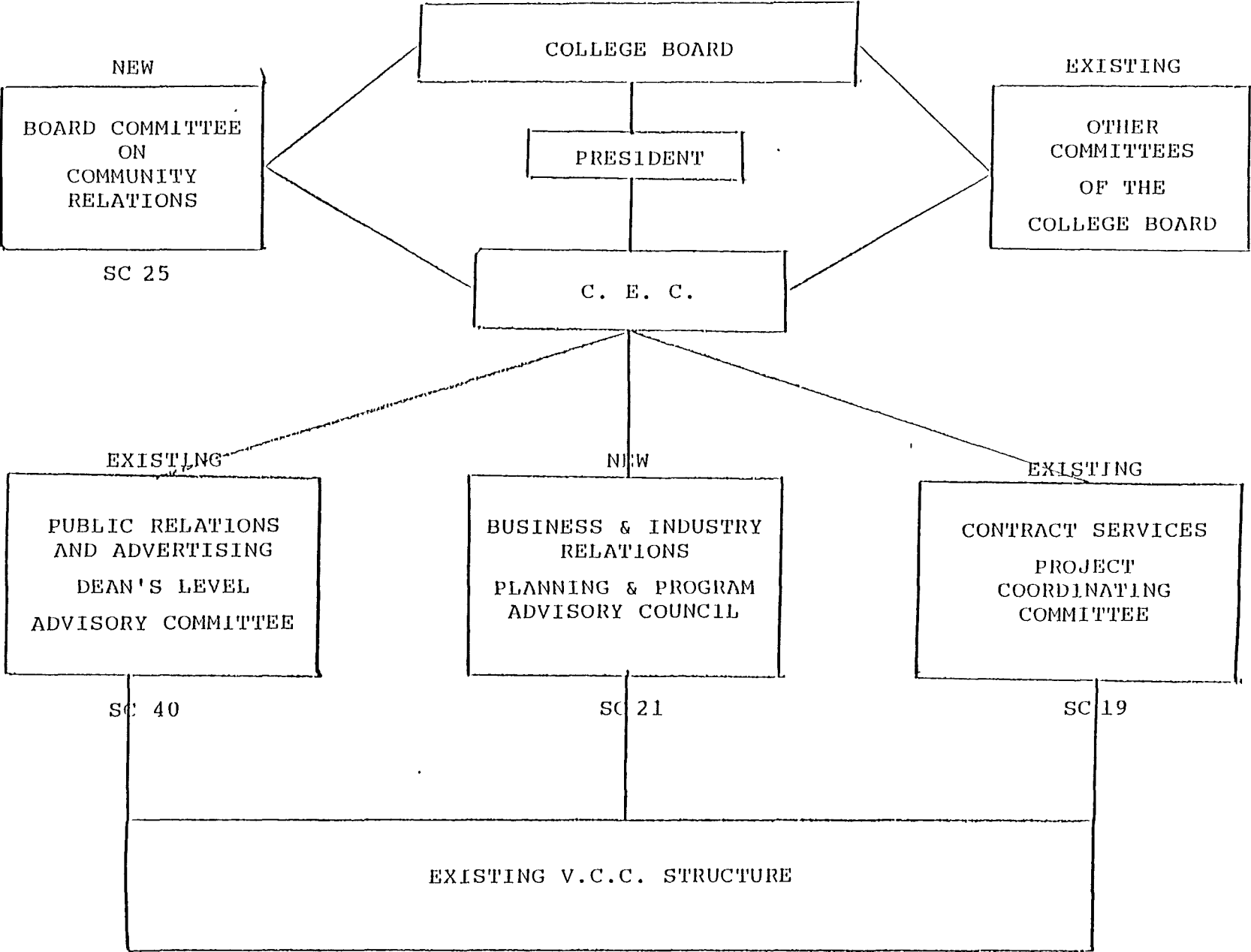
1985/86 Institutional Evaluation Steering Committee Recommendations

October 1986 External Review Team Recommendations

Sample Inventory of V.C.C. Partnerships dated February 24, 1987

COMMUNITY IMPACT TASK FORCE RECOMMENDATIONS

EXISTING AND PROPOSED COMMITTEES RELATIVE TO TASK FORCE RECOMMENDATIONS



1

COMMUNITY IMPACT TASK FORCE RECOMMENDATIONS

ON COLLABORATION WITH INDUSTRY

Reference SC.19

<u>Objectives</u>	<u>Perceived Problems</u>	<u>Proposed Action</u>
To pursue highly visible collaborative arrangements for training with companies. To encourage other firms to collaborate.	<p>The College is not internally organized to carry out major training projects in a focused way. Instructors are fully committed in fulfilling assigned teaching loads. Release time in expensive and must be borne by prospective contracts. Release time is possible only at times specified by College.</p> <p>Major companies generally carry out internal training themselves.</p>	<p>College activity based on CEC decision to continue liaison with companies and to seek out training possibilities with or without government funding. Relationships have been developed with the Control Data Corporation, Boeing, Swan Wooster, Sandwell, Finning and others. For the most part proposed joint-venture programs are not being funded by the Federal government. Activity will continue at the present level. Careful consideration must be given to the problem of development and delivery using faculty. The College must organize means to use faculty without disturbing the instructional process. <u>Suggested approaches are:</u></p> <ul style="list-style-type: none">* Commitment at the CEC level to the principles of this objective.* The constitution of a standing Project Development Committee composed of college wide representatives at, or about, the Dean's level and whose function would be to review and recommend action to CEC and to devise means of delivery.* An examination, with recommendations, of faculty Professional Development and means to harness same for project development, delivery and industry liaison purposes.* The development of incentive schemes designed to attract faculty to the field of development, delivery and industry liaison.* The programming of increasing numbers of part-time courses by CE, at convenient times and at reasonable cost.

*** - SEE FLOW CHART

COMMUNITY IMPACT TASK FORCE RECOMMENDATIONS

ON COLLABORATION WITH INDUSTRY

Reference SC.20

Objectives

In view of new Federal policy vis a vis the Canadian Jobs Strategy (CJS), VCC make an effort to contact employers in order to negotiate training contracts which would attract federal funding.

Perceived Problems

Since the introduction of CJS, VCC has been very active in trying to contact businesses and industries with the intent of establishing training programs funded by CJS. VCC has had only minor success.

The public post-secondary sector across Canada has voiced much concern about the CJS policy and how little funding, relatively speaking, has been extracted from the Federal Government for training purposes.

Consensus is, that CJS is private-sector oriented and thus, by design, the colleges are precluded from major participation. Moreover, the Local Advisory Committees (LAC), designed to be the focal points of activity in respective MP constituency areas, have not yet made a significant contribution. There is much criticism of many aspects of CJS. The Federal Minister responsible has recently been briefed by senior college executives representing ACCC on manifold concerns.

Many private sector organizations have not actively pursued CJS. Some of those who have been involved in the process are having difficulty dealing with the bureaucracy. In general complaints are focused on lack of commitment on the part of CEIC personnel, lack of knowledge and decision-making, protracted processing of complex paper and many other similar problems.

Proposed Action

* VCC should continue to be active in attempting to tap CJS funds on a joint-venture basis with the private sector ... despite present difficulties.

* VCC should use the strongest voice in supporting other colleges in a lobbying process designed to bring issues associated with CJS to a head. A policy change is absolutely essential if VCC is to successfully compete for CJS funds.

COMMUNITY IMPACT TASK FORCE RECOMMENDATIONS

ON COLLABORATION WITH INDUSTRY

Reference SC.21

Objectives
Increase VCC collaborative linkages with Vancouver and region business and industry through, for example, increased private sector training contracts.

Perceived Problems
Members are not appointed to PACs, at present, with the functions referred to in recommendation 21 in mind. If such were to be a task, obviously the policy and selection processes should be amended.

Changing selection criteria toward the objective of identifying and choosing PAC members with company responsibilities that would provide support for promotion of collaboration and assistance in negotiating contracts would gradually change the make-up of PACs. however, it is questionable whether such reformation of the PAC is in the best interests of the College. The present roles listed in section one may not be fully compatible with roles relating to training contracts. Conflicts of interest within both organizations could arise.

Proposed Action
Advice, as to business and industry needs, may be organized at a number of levels. An eye must be kept on the understandable reluctance of a business to provide information that might be advantageous to competitors. The following is suggested:

* That a Business and Industry Relation Planning and Program Council be created whose membership is made up of chief or senior officials of Vancouver government, business and industry from various sectors. This council will advise on the overall development of strategies for collaborative and contract endeavours with the private sector. Vancouver Community College instructional centre heads and the President should be a part of this group. The Council might be serviced by the Director of Contract Services.

* That sectorial Business and Industry Advisory Committees be established whose members are selected from the levels in firms that will allow them to contribute advice on private sector needs in training, technology transfer and other services. These sectorial advisory committees might be serviced by the College's division chairmen under the direction, and responding to their Dean of Instruction.

COMMUNITY IMPACT TASK FORCE RECOMMENDATIONS

ON COLLABORATION WITH INDUSTRY

Reference SC.22

<u>Objectives</u>	<u>Perceived Problems</u>	<u>Proposed Action</u>
Faculty be encouraged to participate in the generation of prospective business and related curriculum development. Such activity could perhaps be taken during professional development time.	<p>Medium-sized companies cannot afford to purchase training or release time for employees. Many are struggling to remain solvent and to compete, thus, although training/upgrading desirable, it is not considered a high priority. Funding always a critical matter. Government as a funding source is often spurned owing to perceived difficulties with red tape, etc. Medium-sized company needs must be met as cheaply and as conveniently as possible with no loss of production.</p> <p>Small Businesses require much training, especially in start-up, funding, marketing and retailing techniques. Program demands are often of the "custom" variety and thus expensive. Federal funding schemes, with the exception of the FDB, which is in the loan business, are not responding to the needs of small business. Provincially sponsored schemes offer better possibilities.</p>	<p>The college is already organized to develop programs, design projects, render advice, etc. to owners or prospective owners of small businesses, through the Excellence in Education Committee and the Coordinator of Small Business.</p> <p>Funding for this activity is derived from the Ministry of Advanced Education and Training and is adequate to sustain one full-time coordinator and several part-time positions charged with soliciting community participation. See <u>Small Business Plan, Sept. 1986 - Sept. 1988</u> and <u>Report to CEC</u> for details of specific activities.</p> <ul style="list-style-type: none">* The above activity should continue and be expanded.* Consideration must be given well before the end of this fiscal year to the future funding of this activity.* An examination, with recommendations, of faculty Professional Development and means to harness same for project development, delivery and industry liaison purposes.* The development of incentive schemes designed to attract faculty to the field of development, delivery and industry liaison.

COMMUNITY IMPACT TASK FORCE RECOMMENDATION

ON INTERNAL INCENTIVES

Reference SC.25

<u>Objectives</u>	<u>Perceived Problems</u>	<u>Proposed Action</u>
Increase the College's information flow from the community in order to establish stronger, more responsive service patterns.	Members are not appointed to PACs at present with the functions referred to in SC 25. Changing the criteria of appointment toward the objective of SC 25 would tend to skew the PACs in relation to their present responsibilities. At the same time to establish a committee of lay persons to provide community relations policy advice presents the distinct possibility of conflict with the responsibilities of the Board.	* That the Board establish a <u>Community Relations Committee</u> of the Board whose focus would be to explore and develop policy related to college/community relations.

COMMUNITY IMPACT TASK FORCE RECOMMENDATIONS

ON COMMUNITY PRESENCE

<u>Reference</u>	<u>Objectives</u>	<u>Proposed Action</u>
SC.19	To encourage closer relationships between employees and the community.	The College will develop a plan wherein faculty undertake projects with industry or professional associations as part of their professional development. Incentives will be offered such as better access to secretarial, word processing and computer services as well as the support of the Office of Institutional Research.
	To raise awareness of the College among industry groups and to encourage closer ties between College employees and industry.	The College will recognize the community involvement efforts of employees with a Community Service Award Program. The College will actively pursue more opportunities to participate in trade shows and will encourage faculty to take part.

COMMUNITY IMPACT TASK FORCE RECOMMENDATIONS

ON COMMUNITY PRESENCE

<u>Reference</u>	<u>Objectives</u>	<u>Proposed Action</u>
SC.22 VS. 6 and 11	To encourage closer relationships between employees and the community.	The College will offer to pay membership dues of any employee who holds executive office in professional, trade or community associations.
E.27, 28 VS.11	To promote greater public awareness of, and support for, the work of the College.	The College will publish a Report to the Community. The report should place special emphasis on our involvement with community groups and industry and professional groups. While reporting on such relationships as have been developed, the report should highlight our desire for more such involvement.
	To promote public awareness of the College.	The College will issue window/bumper stickers to all employees and to each student registrant as part of the registration package.
	To promote greater public awareness of, and support, for the work of the College.	The College will embark on an institutional advertising campaign featuring outstanding employees and students. Those featured would be selected with links to the community or industry groups in mind.
	To promote more public awareness of the College's Programs and Services.	That each campus principal and the director of Continuing Education build into their employee complements an assistant to the principal/director. their function would be similar to that of an information officer.

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COMMUNITY IMPACT TASK FORCE RECOMMENDATIONS

ON COMMUNITY PRESENCE

Reference

Objectives

Proposed Action

Areas of Responsibility for these Information Officers:

1. Campus (division) newsletters. Now handled in various ways but primarily as 'add-ons' to people with jobs other than communications. This does not impact on the external community but these things will overlap.
2. Advisory committee liaison. Maintenance of up-to-date list of attending committee meetings, maintain contact, helping instructional personnel develop closer relationships etc.
3. Trade show participation. The demand for participation in trade shows is increasing but it is difficult to find people in the divisions to organize participation and harder to find people to staff booths. The same might be said of 'major shows'.
4. Developing media story ideas. We should be able to increase our presence in the public media if we have people located in the divisions who recognize the potential for 'feature' stories.
5. Campus tours/open houses. Special events are good ways of bringing the community into the college but they require considerable organization and therefore tend not to be undertaken with any great frequency when there is no one with the experience or the time to make them happen.
6. Monthly column in community papers. Our coverage of campus/division activities has been very uneven in recent months. Each division would benefit from having someone ensuring material was submitted for each column.
7. Advertising co-ordination. While each division has established an advertising committee it has meant an 'add-on' to people just to attend meetings let alone the co-ordination of copy writing, layout suggestions etc.

COMMUNITY IMPACT TASK FORCE RECOMMENDATIONS

ON COMMUNITY PRESENCE

<u>Reference</u>	<u>Objectives</u>	<u>Proposed Action</u>
		<u>Areas of Responsibility for these Information Officers:</u>
		8. Spectrum. Our internal newspaper has been started again with 'correspondents' from each of the divisions who are submitting material again as an 'add-on' to their regular job. While we are still going through birthing and growing pains a suspicion is lurking that we can't really carry on like this. We lost one correspondent before we got the first issue out and others have had difficulty pursuing story and picture ideas.
		9. Local community liaison. The King Edward Campus experience of recent months has indicated the large amount of time involved in truly taking the college into the community meetings with neighbourhood associations, local business associations, civic committees etc.
		10. Alumni. The college is hoping to develop this community as future strong link into the larger community for student recruitment, graduate placement and fundraising purposes. The alumni office is not going to be financially strong enough to
E.27	The College should develop a clear statement of purpose or intent regarding the planned roles for V.C.C. at each campus, and communicate this statement of purpose to the internal and external College communities.	*That the President with C.E.C. involvement review this objective and develop an action plan.
E.28	As a follow up to the action recommended in 27, the VCC Board should initiate a College identity program which promotes a corporate identity and within that a distinct identity for each of the campuses.	*That the above action plan be forwarded to the Board for review rather than for initiation. *That the action plan relating to the College's identity program be the responsibility of the CEC under the guidance of the President.

NOTE: This proposed approach to recommendations E.27 and E.28 is reflected in the Task Force's Major Recommendations.

TASK FORCE ON COLLEGE'S IMPACT ON COMMUNITY

MAJOR RECOMMENDATION

To date there appears to have been a tendency to move college-community issues to people at the technical level who operate in a policy void and lack authority to effect change. The greatest hurdle is to establish the importance of these issues at the executive, policy-making, level. In considering each of the preceding objectives and proposed action statements, the Committee feels it imperative that the C.E.C. address the following:

- a. the commitment from the C.E.C. that college-community issues are an important management concern -- that public relations considerations will be made as well as educational and accounting concerns when devising college policy;
- b. the establishment by the College Board of a board committee on community relations;
- c. the development, by the C.E.C., of a college-wide public relations plan for each year;
- d. the development of annual public relations plans for each of the operating divisions of the college;
- e. a regular reporting at the executive table of progress toward achieving the goals set out in those plans;
- f. the identification and commitment of the resources necessary to give full effect to the preceding,

We believe the above proposal would overcome many of the obstacles to achieving the goals suggested by the institutional evaluation process.

1985/86 INSTITUTIONAL EVALUATION STEERING COMMITTEE RECOMMENDATIONS

On Collaboration with Industry

19. The College actively pursue some highly visible collaborative arrangements for state-of-the-art training with companies in order to encourage other firms in the Vancouver area to such mutually beneficial collaboration.
20. In view of the new Federal policy vis-a-vis the Canadian Jobs Strategy (C.J.S.), V.C.C. make a concerned effort to contact employers in order to negotiate training contracts which would attract federal funding.
21. Program Advisory Committee members, both present and past, be used to promote collaboration between industry and the College, and the negotiation of training contracts.
22. Faculty be encouraged to participate in the generation of prospective business and related curriculum development. Such activity could perhaps be undertaken during professional development time.

On Internal Incentives

25. A means be found to establish a committee, some committees, or a process, to involve selected existing Program Advisory Committee members, potentially supplemented by others, in the provision of advice to the College on community, rather than program, affairs ... and that the exploration of options include the active involvement of the College Board.

On Community Presence

40. A marketing strategy for the College be developed (as another means of increasing the visibility of the College in the community), recognizing that the effectiveness of the strategy will be largely dependent on the quality of the College's instruction and community need for its program.

OCTOBER 1986 EXTERNAL REVIEW TEAM RECOMMENDATIONS

19. New procedures to facilitate quicker response time in meeting emerging training needs should be developed.
22. A task force should be struck, as suggested by the sub-committee, to address and plan how V.C.C.'s image in the community might be improved in its various constituencies.
27. The College should develop a clear statement of purpose or intent, regarding the planned roles for V.C.C. at each campus, and communicate this statement of purpose to the internal and external College communities.
28. As a follow-up to the action recommended in 27, the V.C.C. Board should initiate a College identity program which promotes a corporate identity and within that, a distinct identity for each of the campuses.

COMMUNITY IMPACT TASK FORCE REPORT

VANCOUVER COMMUNITY COLLEGE

MAY 14, 1987

Sample Inventory of V.C.C. Partnerships
dated February 24, 1987

In addition to input received from campus principals relating to V.C.C.'s impact on the community, the following provides a sample of V.C.C./Community involvement specifically originating out of V.V.I. The 35 examples are grouped under the following four headings:

- 1.0 Partnerships with Colleges and Institutes
- 2.0 Partnerships with Universities
- 3.0 Partnerships with Government Agencies
- 4.0 Partnerships with Industry

1.0 PARTNERSHIPS WITH COLLEGES AND INSTITUTES

1.1 Capilano College:

The Housing of the VVI Carpentry program on Capilano College Campus.

1.2 Capilano College:

The provision of space at the VVI for it's Legal Assistant Program.

1.3 East Kootenay Community College:

The joint use of the curriculum developed by VVI for the:

- 1.3.1 Security Officer Program
- 1.3.2 Building Service Worker Program
- 1.3.3 Dining Room and Lounge Service Program

1.4 Okanagan College:

The provision of the VVI curriculum for the Baking program.

1.5 Cariboo, Malaspina and North Island Colleges arrangement

For the delivery of the VVI Basic Electronics program for direct entry into the VVI Advanced Electronics programs.

1.6 Northern Alberta Institute of Technology

Provision of the VVI curriculum details for starting a Chinese Cooking program in Edmonton.

1.7 Southern Alberta Institute of Technology

The joint development of the curriculum for the 1st Class, 2nd Class, 3rd Class and 4th Class Power Engineering programs and packaging for correspondence method of delivery. The ongoing shared use of such materials.

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1.8 Douglas College

The access and accreditation arrangement for students from the VVI Licensed Practical Nurses Access program into the Registered Nurses and Registered Psych. Nurses programs at Douglas College.

1.9 British Columbia Institute of Technology

The accommodation by VVI of the Power Engineering students from the Maple Ridge campus for cost savings at BCIT. The accommodation by VVI and BCIT of the program transfers in Welding, Machinist, Business Office Training, Building Services Worker and Recreation Facilities Management programs.

1.10 Open Learning Institute

The accommodation and arrangement for their students to utilize the VVI tutorial programs in Power Engineering in support of correspondence programs taken at OLI.

2.0 PARTNERSHIPS WITH UNIVERSITIES

2.1 Simon Fraser University - Continuing Education

The development of a Western Canadian Publishing Institute together with the VVI Printing Production Department.

2.2 University of British Columbia

The sharing of dental facilities and resources to train dental students from UBC and VVI and Dental Assistant students at UBC.

2.3 University of British Columbia

The arrangement between VVI and UBC for recognition of part of our instructor training as a component of the UBC Undergraduate Diploma.

2.4 University of Simon Fraser

The acceptance of the VVI Instructor Diploma or equivalent, together with the UBC Undergraduate Diploma for acceptance into a Masters Degree program at S.F.U.

2.5 University of Saskatchewan, Regina

The arrangement for acceptance of individuals into the Bachelors Degree program in Technical/Vocational Training with credit for the instructor training at the VVI.

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2.6 Johnson and Wales College, Boston

The arrangement for co-delivery of the Bachelor in Tourism program in Vancouver.

3.0 PARTNERSHIPS WITH GOVERNMENT AGENCIES

3.1 Ministry of Advanced Education and Job Training

The joint development and delivery of the Instructor Diploma programs at the VVI.

3.2 Ministry of Advanced Education and Job Training

The development of the revised provincial Skin Care program with M.O.A.E.J.T. and the Hairdresser's Association of B.C.

3.3 Ministry of Labour

The development and implementation of the new provincial apprentice and licensing system for Hairdressers and Barbers.

3.4 Alberta Ministry of Education, Alberta Access Network

The cooperative development of instructional material for the Instructor Diploma program, Course 101, where VVI supplies the written material and the Access Network the video material.

3.5 B.C. Ministry of the Attorney General and the Canadian Standards Bureau

The development of a national standard Security Officer Training program and licensing standard.

3.6 Ministry of Advanced Education and Job Training

The joint development activity with VVI in the proposed Hospitality Centre and the Core Tourism Management program project with Barbara Mitchell.

3.7 Federal Correction Penitentiary Branch

The accreditation and certification arrangement with Dr. M. Mohan to accredit training in prisons according to VVI curriculum and to grant certificates.

3.8 Canadian Employment and Immigration Commission

The provision of space and services on campus for a large CEIC student support and job placement office at no cost to CEIC.

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3.9 Open Learning Institute

The provision for several years, at no cost, of office space to OLI for a contact service centre at the VVI.

3.10 Ministry of Labour

The provision of office space at VVI to the apprenticeship counsellor of MOL for several years.

3.11 Ministry of Education

The provision of office space and services to their coordinator for training in industry at the VVI (Jack Cooper).

3.12 Ministry of Advanced Education and Job Training

Cooperation with the Ministry in resolving its commitment to the Samarinda project in Indonesia.

4.0 PARTNERSHIPS WITH INDUSTRY

4.1 International Rail

Training consultants for their projects in Africa and Ireland.

4.2 Swan Wooster Engineering

Cooperation in providing management staff to a major project in Bangladesh.

4.3 Rotary Club

Participation as full member in community affairs; R.M. Pearce on behalf of the College.

4.4 Kiwanis

B.A. Wood's annual participation, on behalf of the College, with the Kiwanis and its auction.

4.5 Vancouver Executives Association

Full participation, by M.E. Lamoureux as the College representative, in the affairs of this Association.

4.6 Vancouver Economic Advisory Commission

H.W. Rerup full membership on behalf of the College.

4.7 American Hotel and Motel Association, Education Institute

The development of a joint training and certification program internationally recognized for employed persons in the Tourism industry.

Hopefully, this list will provide some ideas for inclusion in your submission for recognition and a Spotlight Award.