

The NEWS and V...etter about people  
and happ...

# SPECIAL BULLETIN

# VANCOUVER COMMUNITY COLLEGE



# INTERCOM

We have been overtaken by events.

Production of the summer issue of Intercom was held up when the first suggestion of budget reduction was received. We then went ahead only to have further developments make some of our budget related material look badly out-of-date.

We now know the operating budget has been reduced by \$896,900 and our operating capital budget reduced by \$356,500. This information was received from the Ministry of Education on July 30th.

The various divisions of the College have scrutinized their non-salary budgets and identified areas for cuts. The College Executive Committee has met and put forward proposals to the College Board and the Board at its August 11th meeting made its decision. President Manera has been issuing information bulletins to keep everyone up-to-date as events unfolded.

The proposal submitted to the Board took into account the Ministry directed reduction of \$896,000 and other changes since the budget was originally approved. Among these was a lower than budgeted tuition increase. As a result, the College was required to identify a total of \$910,000 in budget reductions.

\$272,000 was identified easily as the amount by which the original budget exceeded the actual cost of the negotiated increase in salaries and benefits.

A further \$374,000 was proposed by cutting supplies, travel, cleaning and maintenance; slashing the contingency fund, not filling some identified vacant positions and other non-salary budget reductions.

The balance of \$264,000 would have to come out of salary and benefits budgets in a manner to be determined.

The proposal noted that in relation to their totals the percentage reductions in non-salary budgets would be three times as great as reductions in the salary/benefits budgets.

The College Board felt the cuts to some non-salary areas were too severe and directed the administration to seek a reduction in the salary/benefits budgets totalling \$340,000.

Since then the College Executive Committee has met and Dale Jones, Director of Human Resources, has arranged to meet with representatives of the four unionized employee groups to put forward the C.E.C. proposal and to exchange ideas with the employee representatives. That meeting is set for Monday, August 16.

Much is happening and is happening fast. In the meantime, we are trying to put out a newspaper that is not hopelessly old hat. We sure wish our regular editor was here to handle this one!



The NEWS and VIEWS Letter about people  
and happenings at  
Vancouver Community College  
July '82, Edition No 37



# INTERCOM

## SPECIAL...83/84 Budget Request

By A.S. Manera, President

Each year the budget process seems to be more complex than the year before. There are invariably changes in format, an increased volume of detail and accompanying stacks of schedules of one type or another.

The latest buzzword in the lexicon of budget requests is the "BDU" or "Budget Decision Unit", a discrete dollar item representing a service, program or part of a program, ranked in order of priority in a long list of such BDU's.

The 83/84 budget request, which covers the fiscal year that begins on 1983 April 1, was considered by the College Board's Administration Committee on July 14. The Committee endorsed the request for submission to the College Board at its July 21 meeting. Subject to Board approval, the material will be transmitted to the Ministry of Education and the three Provincial Councils.

During the month of October 1982, V.C.C. officials will have an opportunity to meet Ministry and Council representatives to make a presentation in support of the budget request. On the basis of this year's experience, we may not hear of our actual allocation until April or May of 1983.

The format, while appearing very complex at first, represents an improvement over that of previous years. The budget request is driven by an "Educational Plan", which requires the establishment of educational priorities. The total request is organized on the basis of three funding levels.

Level I (about \$45 million) covers services that V.C.C. would deliver in 83/84 with more or less the same number of dollars available to us in 82/83. We anticipate that the purchasing power of the dollar will have declined by about 11 percent by next year (those of us who made this assumption will be delighted if such a decline does not in fact occur); our salary structure also includes annual increments and the new facilities we are building will cause our utility and maintenance bills to rise. For all these reasons, the quantity of educational services than can be included in Level I is about 87 percent of what we are planning to deliver during the current fiscal year. There is no requirement to establish priorities for Level I services.

Level II (about \$7 million) picks up the 13 percent of instruction and related support services that could not be included in Level I. Level II services have been described in terms of 254 individual BDU's ranked in order of priority, within eight broad categories of programs and support services.

A policy decision was obviously needed to determine the split between Level I and Level II. That decision was made on 1982 March 30, when the Board agreed that programs identified as provincial priorities would not be reduced, while remaining



offerings would be reduced on an "across-the-board" basis, except where such reductions would unduly affect quality, in which case a "go" or "no-go" decision would be made.

Level III (about \$7.5 million) represents growth and some conversions of currently funded activities from "temporary" to "on-going". It takes over 150 BDU's to make up Level III, which represents a growth of about 16 percent in the volume of instruction.

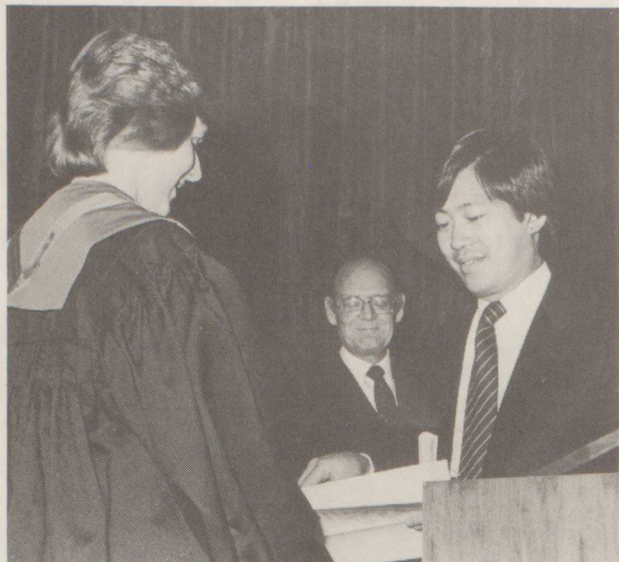
In addition to the operating budget, which is made up of Levels I, II, and III as described above, a capital budget request in the amount of \$5.38 million has also been submitted. The relatively large amount of this request is in part due to the shortfall in the furniture and equipment allocation received this year, particularly in relation to the new K.E.C. and V.V.I. Campus facilities. The capital request has also been ranked, by council, in order of priority.

While the current economic situation does not justify much optimism for Level III funding, the "Educational Plan" section of the budget request makes a strong case for such growth. In doing so, we point out the uniqueness of the V.C.C. community.

*continued on back page*



# Langara Student Wins Governor General's Medal



Arts and science graduate Anna Maria Borowska is presented with the Governor General's Medal for excellence in achievement by David Y. H. Lui.

Anna Maria Borowska, a 1980 graduate of Point Grey High School, was winner of the Governor General's Medal for excellence in achievement, awarded at May 20 commencement ceremonies for more than 400 graduates of Vancouver Community College diploma and certificate programs.

Graduating from Langara Campus's two year arts and science program, 18 year old Anna not only maintained a nearly perfect grade point average, she worked as a volunteer with children at Sunny Hill Hospital and taught piano as well.

Anna was born in England and came to Canada with her family in 1976. Next year she plans on going to U.B.C. to complete her B.Sc. and then to medical school.

Anna says she chose to come to VCC for her first two years of post-secondary study because it offered smaller classes than the universities and a friend's father, who taught at UBC, told her that standards at the college were equal to those of the university. "And it's true," she said. "My experience at Langara was even better than I expected."



Diplomas or certificates in hand, graduates look to the future.



VCC President Tony Manera congratulates a Langara Campus graduate.

## 400 Graduate from Langara and KEC

Flash cubes popped, boyfriends came bearing roses and preschoolers strained on one parent's knees for a look of either mom or dad in their graduation robes. It was the evening of May 20 and family and friends crowded into the Langara Campus gym for commencement ceremonies marking the graduation of more than 400 students from Langara Campus programs and from KEC's music school.

There were 75 certificate program graduates, 71 arts and science diploma graduates, 253 career program diploma graduates and 11 music school graduates. For maintaining grade point averages of 3.5 or better some 48 of these students were placed on the dean's list.

Langara Campus principal Dr. J.J. Denholm acted as master of ceremonies for the graduation. Chairman of the College Board Peter Hobb brought greetings from that body and he urged the graduates to take an interest in community affairs to ensure that the young people who came after them had the same opportunity for an education that they had.

In bringing his congratulations to the graduates VCC President Tony Manera paid tribute to all those who had helped them to achieve their goals — the faculty, those on advisory boards, the employers who took students

on for practicum and those who contributed scholarship and bursary money.

"If you leave us with enquiring minds, a greater degree of curiosity and a desire to improve yourself then we have succeeded," he said. "Your education doesn't stop here. It is a lifelong pursuit."

Impressario David Y. H. Lui presented the Governor General's Medal for excellence in achievement. As Dr. Denholm explained in his introduction, Lui was an apt representative in view of the college's contribution to arts programming through KEC's music school and the fine arts and theatre programs at Langara Campus.

Speaking for those who worked with and encouraged graduates through their programs, Langara Faculty Association representative Shirley Church said if she had three wishes for the graduates she would want them to have the strength to overcome adversity, the wisdom to take advantage of their learning and the ability to give and receive love, which is the foundation for uniting people.

After the graduates were presented with their certificates or diplomas, guests adjourned to a reception in the campus's main foyer and the cafeteria.

## VVI Graduation July 9th at Queen Elizabeth Playhouse

The college issues approximately four thousand certificates and diplomas annually. It does so with unknown numbers of ceremonies throughout the year. Some are large, such as the annual Langara Campus ceremonies reported above and some are more modest gatherings of individual classes with their instructor and department heads.

InterCom could not begin to cover all these events without turning all space over to them and becoming a kind of graduation gazette. However, such ceremonies do mark for us success in our enterprise so we present a report of impressions gleaned from the V.V.I. Business and Health Division graduation held July 9th at the Queen Elizabeth Playhouse.

Two white pedestal vases bearing red and white carnations stand like sentinels stage left, stage right. The platform table is clad in blue drapery and behind it are arrayed the appropriate officials — president, principal, deans and beaming department heads. The division chairman acts as master of ceremonies.

The audience hears from the principal and the president. One wonders idly how many graduations the latter has addressed and how many the former, new in his position, will address in the years to come. How do they keep the performance fresh as it must be for each of these celebrations?

Four valedictorians — one from each of the departments participating in the proceedings — are called upon to address fellow graduates, friends, relatives and the college.

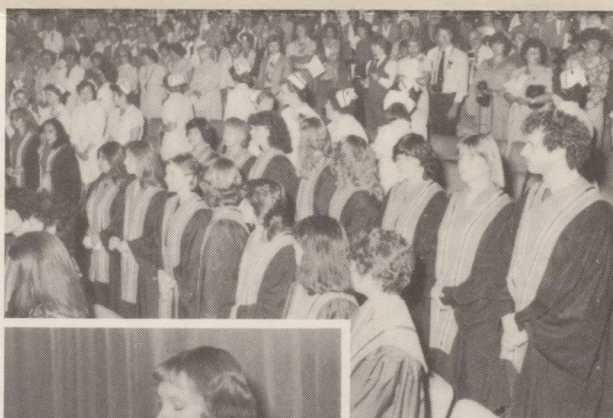
Rose Herney, who has returned from the workforce to graduate in word processing, notes the difference between the self-paced learning methods used at the V.V.I. and the old style educational methods of her previous experience.

Lynn Low of dental assisting likens her time at the college to a bus trip with a tour group. Sometimes fast, sometimes encountering detours, with the instructors as bus drivers and many of the passengers making friendships which will last long beyond the trip's duration.

Randy Cliff, a new junior computer programmer, notes that he is employed and attributes it directly to the quality of the training he has received at the college.

Corinne Irving comments on the concentrated nature of the ten month practical nursing program. She too remarks on the friendships which have been shaped and nurtured through the shared learning experience.

An organizer is spotted scurrying, brow glistening, toward the foyer to attend to some small detail unnoticed



by those of us who merely attend at such occasions but critical to those whose mission it is to see that no blemish mars this celebratory moment.

The graduates have begun their promenade across the stage — nurses in their crisp white and others in

black gowns and striking red tippets. One learns later that the V.V.I. has reached out to sister campus, Langara, to Barbara Shelley for the design of the striking scarlet accoutrement and production is courtesy of the power sewing program.

Photographers crouch shoulder to shoulder at the dais edge, camera flashes bursting, creating an effect not unlike a Hollywood premiere. Occasionally a graduate will hold the congratulatory handshake a trifle longer and with a self-conscious smile seek out the particular camera positioned to create a personal scrapbook memory.

With the presentations complete, the crowd follows the graduates out to join in a reception in the upper foyer. In the warmth of the afternoon and the crowd, the refreshment counter sign announcing 'Cold Drinks 40 cents' proves to be false hope and inquirers turn wistfully away in pursuit of some other oasis mirage.

## INTERCOM

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The business grads having doffed their vestments of black and red take on the colouration of the larger assembly while the gregarious nurses, ever in white, remain obvious and ubiquitous in the crowd.

Friends, balancing coffee cups and hiding cigarettes, throw arms around each other's shoulders mugging for cameras to remind themselves in later years where their friendships began.

Inside, the stage is already in transition much like the people who moments before walked across its face. Flowers gone, lights lowered and a table stripped of finery, the stage is in preparation for its next bright moment which the billboard announces to be Mummenschanz, the acclaimed mime group.

The crowd begins to thin amidst plans for private celebrations. Organizers look pleased with the smoothness of the operation. They are congratulated for the affair, the moment has been a fine one. 'We should do it like this again.'

Preparations begin for the next class. And for the next graduation.



# Individualized Learning — Route to the Future

Education is a group activity. From kindergarten to college most of us learn in the company of our peers. Though learning itself is an individual activity. So one teacher in one classroom is called upon to meet as many different learning needs as there are students in the class.

Only the last ten to 15 years has the notion gained validity that there is one "right" way to learn. Each individual has a different cognitive map. In other words, people have different learning styles. Some learn best in groups, other individually. Some students need a highly structured learning environment, while others learn best if they have a scope to pursue interests of their own choosing at their own pace.

Recently Vancouver Community College's Langara Campus was the site of a conference on "Individualized Learning and Technology in Teaching," that looked at the educational system's ability to meet individual needs from a broad range of different perspectives. Organized by biology instructor Tony Pletcher and a VCC committee of representatives from all campuses of the college and the Ministry of Education, the three day event gave the 324 conference delegates from Western Canada and the U.S. Pacific Northwest, an opportunity to explore a wide variety of options in meeting the learning needs of their students. These ranged from the potential of high technology to individualized learning, to basic options in classroom teaching approaches and techniques, to take more readily into account different learning styles. There were more than 40 lectures and workshops for delegates to choose from.

Vancouver Community College personnel involved in the success of the conference were: A.S. Manera, President who welcomed the delegates on behalf of VCC and the Ministry of Education; Tony F. Pletcher, coordinator of the conference committee, Biology, Langara; Betty Pletcher, Dept. Chairman Reading and Study Skills, King Edward Campus; John Parker, Langara Campus; Nick Russell, Journalism, Langara Campus; Barbara Ash, King Edward Campus; Ted Anderson, on leave from KEC to Ministry of Education.

## 1982 CVA/ACCC Conference Report

### 1984 Conference in Vancouver

Twelve faculty and five administrators attended the annual CVA/ACCC conference, in Toronto, May 31 through June 3.

The conference theme was "The Information Society" and the more than 800 delegates attended many excellent presentations highlighting the potential of emerging techniques to enhance the quality of the learning process.

A number of workshops were also held for special interest groups and VCC was represented by president Tony Manera as a panel member in a workshop on governance.

Encouraging news coming out of the conference was the decision by the CVA to continue holding its conference jointly with the ACCC through the 1984 conference which will be held in Vancouver. Organization of that conference will require participation from all colleges and institutes in the Lower Mainland and VCC is expected to play a pivotal role as president Manera has been named chairman of the steering committee.

Following the Toronto conference, a colloquium of chief executive officers was held to comment on the federal government's Bill C.115 (National Training Act).

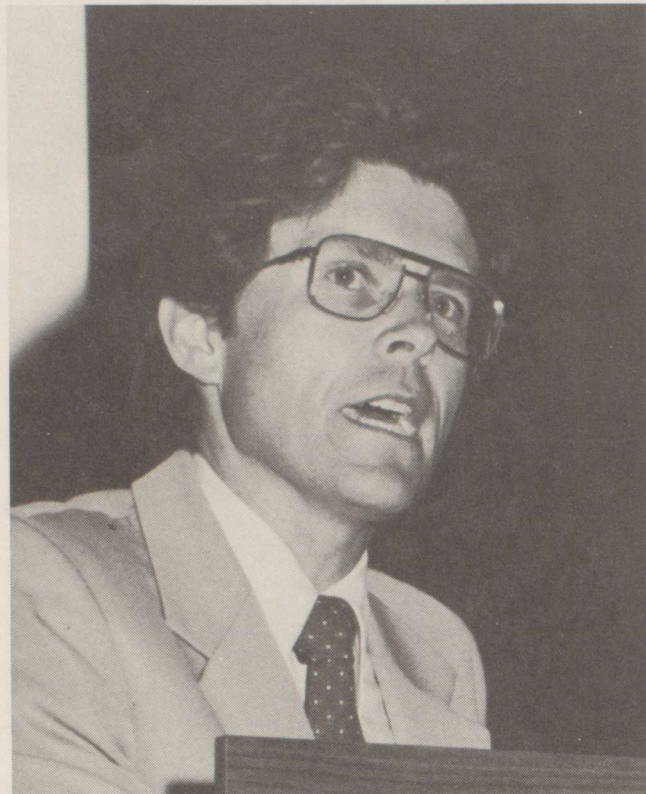
The act is largely permissive and its full impact will be clearer as regulations are developed from it. However, certain directions are evident which will affect the college.

The federal government intends to make training more of an instrument of national economic policy. A more sophisticated occupational projection system will be established and used to direct funds to areas experiencing labour shortages. It was suggested that after five years, fifty percent of operating support by the Government of Canada might be for designated occupational fields.

The federal government will be contributing to the cost of capital equipment, program development and facilities improvements to enable a shift of institutional programming towards these designated 'national' occupations.

C.E.I.C. will be permitted to sponsor students in programs as long as two years compared to the present limit of 52 weeks. This could open some of our Langara Campus career programs to C.E.I.C. sponsorship. At the same time, C.E.I.C. will be given greater latitude to purchase training from private institutions where costs are below that of public institutions.

All in all, an eventful and informative week with a promise of more to be revealed in the future. Next year's conference is scheduled to be held in Montreal.



Keynote address on Wednesday, May 12 entitled "The Changing Adult Education Scene in the 80's" was presented by Ian Morrison, Director, Canadian Association of Adult Education, Toronto.



Nick Russell gave a keynote address on Thursday, May 13 entitled "Videotex-Telidon: Its future use in Post Secondary Education".

## A Summer Music Menu from VCC

They can't promise sunshine or strawberries, but they can sweeten summertime with their melodies!

As part of the Ministry of Labour's Summer Youth Employment Program, ensembles from Vancouver Community College's Music School will be available to play or sing renaissance, classical, jazz, dixieland, or popular music. Whatever your tastes, they've got the recipe! They'll play at noon hour in the parks outside offices, at community centres, schools, hospitals and rest homes. And best of all they'll provide goodies from either Bach or Count Bassie free of charge.

- "Under-A-Rest" This a capella vocal quartet sings everything from madrigals to barbershop and jazz. A delight for ears.

- "Trio Con Brio" A trio of flute, guitar and violin recreate the spirit and times of the wandering minstrels. Their medieval, renaissance and baroque music particularly appeals to young audiences.

- "The Mellow Tones" Don't let the name fool you. This quartet of trumpet, piano, bass and drums serve up spicy jazz, from Dixieland to modern.

On the kids' menu are two offerings. One will provide music classes in pre-schools and day care centres, using songs, games and verse to teach children to sing in tune. The other will collect children's playground songs and apply them to the Orff and Kodaly teaching methods.

To find out more about these musical treats, call 873-2461.

## Volunteerism Meets Management VCC Continuing Education Program One of First in Canada

At one time all you needed to be a volunteer was a big heart and good intentions. While these quantities are still important, today's volunteer needs to supplement them with some solid skills in administration, finance, planning and public relations.

In these tight-fisted economic times more people need the help of social service agencies and, at the same time, overburdened governments are calling on these agencies to take on an increasingly larger role in meeting the needs of the disadvantaged and troubled.

This has resulted in the need to marry volunteerism to management. And at Vancouver Community College this union has brought about the creation of a volunteer management certificate program. At the urging of a number of social service and non-profit agencies in the Lower Mainland, Continuing Education at VCC last year started the second such program in Canada.

Program co-ordinator Mary MacDonald explained the impetus was twofold. "The move to put a greater onus on social service agencies really began in the United States as a result of the cutbacks Reaganomics brought to social programs. The government there said to the private sector and the community, 'You must take on greater responsibility for those in your midst who need help.' Naturally, this has had carryover into Canada. Record high unemployment and the stresses that it brings have made the number of people who need help grow phenomenally. The more people these agencies must serve, the more complex their operations and the more sophisticated the skills required to run them.

"At the same time, those working with volunteer agencies want some personal gain from the experience. They aren't just people with time to dispose of. Many of them are making room in busy schedules to do this work and they want something in return, some kind of valid training or new lifelines. For the growing number of women entering the workforce and for young people who need experience to get the careers, volunteer work can provide an accessible route. They gain skills and experience to open career doors for them."

There were 27 students in the program last year, all with some background in volunteer programs, ranging from community recreation and hospital organizations to crisis centres and government social service agencies. Their motivations for taking the program varied, MacDonald explained. But many want to move into paid management positions in their organizations, after having accumulated a bank of volunteer experience. And they needed management skills to successfully make the transition.

The program was structured for maximum flexibility, MacDonald said. Courses are offered in daylong modules, allowing students to structure their studies around the demands of work or families.

"We don't use a lecture format," she explained. "We try to put ideas across through techniques such as role playing, calling on the students to actually try out skills in interviewing, for instance."

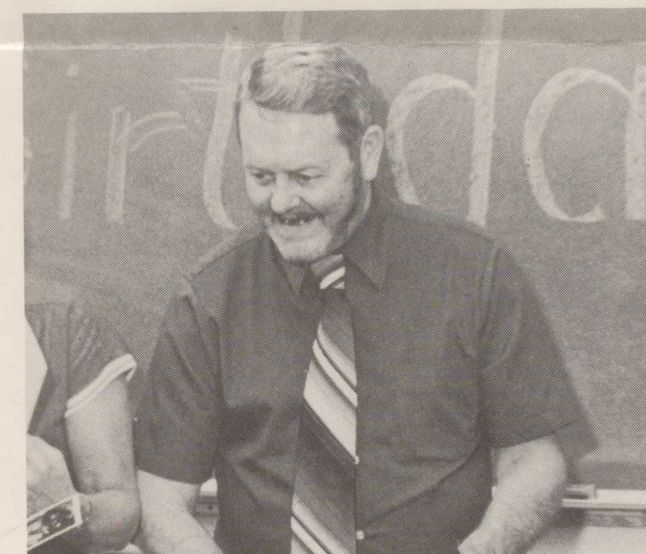
Students can take up to three years from the time they register to complete the program. They must participate in at least eight of the courses offered. The skills stressed in the volunteer management certificate program are on a par with those any successful manager in the business or corporate world would need. Students learn effective techniques for recruiting and interviewing volunteers, how to lead and motivate staff, problem-solving and decision-making in groups, designing and implementing programs, successful fund raising and budgeting, working with boards and advisory committees and effective public relations techniques. In addition, they must complete a volunteer internship and an individualized study program.

MacDonald, herself, has a solid background in volunteer work. The former president of the YWCA, she has used this and an interest in training to build her career.

She sees volunteerism growing in North America, fostered by the increasing number of people who need help and government's inability to meet these needs alone. As volunteers become more critical to meeting social needs, so does the need to effectively train them. And, this, in turn brings increased recognition for volunteer experience and enhances its value as a career preparation.



On May 14, 1982 Hans Rerup assumed his new post as Principal of the Vancouver Vocational Institute, and everyone got in on the act.



## Jim Knox celebrated 29 years at VVI and his 60th birthday in June.

Jim commenced employment at the VVI on June 3, 1953 as an instructor of bookkeeping, business machines and typing. During his years in the Business Department he has been known as a money lender and Father Confessor.

When Jim first joined the VVI, the Business student body was largely made up of Department of Veteran Affairs and Worker's Compensation Board rehabilitation retraining or training persons. Jim has also given commercial training to paraplegics in B.C.

After serving several years in the "Ulcers Unlimited" department (Department Head), he returned happily to the classroom where he says he is "currently gathering moss and writing my memoirs." He doesn't think his memoirs will make the best seller list, but they should make interesting reading just the same.

On Tuesday, June 8, 1982, most of the instructors and students in the Business Department held a surprise party for Jim in his classroom to help him celebrate his 60th birthday. There was standing room only and everyone had a piece of birthday cake baked at the VVI Bake Shop. The room was decorated with numerous balloons which added to the festivity.

Jim has 5 acres in Kamloops obtained through the Veteran's Land Act and hopes to retire there next year. Then he will spend 6 months in Kamloops and 6 months down South. To keep him company he has 2 horses, 1 cat and 1 dog.

## Dollars and Donors We will soon need both!

What do Egbert B. Doggett, Newton E. Tarble and Homer E. Nowlin have in common?

In 1981 each made gifts of at least one million dollars to universities in the United States. Alberta Briegel Ponder outdid all three with a gift of five million to the University of Missouri at Columbia and combined with Henry Ponder to contribute one million five hundred thousand to University of Iowa.

Who cares? Everyone at the college who is concerned about the apparent squeeze on provincial government revenues and the impact it will have on future funding for colleges!

The college board at its June 23 meeting approved, in principle, the establishment of a foundation whose mandate will be to coordinate fund-raising efforts on behalf of the college. The proposal was the result of months of deliberation by a college-wide fund-raising committee which examined various approaches and met with the executive director of the Grant MacEwan College Foundation.

Universities, particularly in the United States, have been in the fund-raising business for a long time and two year colleges there have been rapidly joining them in recent years. And big business it is: According to the American Association of Fund-Raising Counsel, 1981 contributions to educational organizations in the U.S. totalled 7.49 billion dollars. This figure includes church-related and other private elementary and secondary schools. More specifically, the Council for Financial Aid to Education was reported to have estimated total 1980-81 support for higher education at 4.2 billion dollars. This estimate is based on a survey of 942 private and public colleges and universities.

Canadian community colleges, newer to the educational scene, are also new to the fund-raising business but indications are that many will pick up on the U.S. trend to increased reliance on funds from private sources for special project funding.

The VCC Board decision does not put a foundation into place but it does start the process from which serious fund-raising efforts should get underway.

Hello, Egbert? Newton? Homer? Have we got a college for you!

## VCC CONTINUING EDUCATION... Combatting a Crisis in Health Care

These are difficult days for the health care field in British Columbia. Hospitals are short staffed and under tight budget constraints — similar to the situation faced by educational institutions. To add to the woes of the health care system and the individual patient, hospitals are having trouble getting and keeping nurses.

As Jan Kotaska, co-ordinator of Continuing Nursing Education at Langara Campus explained, nurses have traditionally conditions that few other professionals with their training and responsibilities have had to cope with — relatively low pay, weekend and shift work. Over the years a good number of nurses have left the profession to find careers with more flexibility that allowed them to more easily balance their work with family commitments.

Since 1978, Continuing Education at VCC has taken an active role in helping the health care field combat the critical shortage of nurses by offering refresher courses to nurses who have been out of the field for five or more years and by providing post-basic programs in specialized areas, such as obstetrical and critical care nursing, as well as a series of short courses on clinical topics, such as nursing assessment and cardiac monitoring.

Kotaska explained that there was tremendous response to the refresher program offered last fall and winter. Hospitals in the Lower Mainland had tried offering their own refresher programs but were having trouble coping with the administrative and programming burden this placed on their already strained work load. In the spring of 1980 Vancouver General Hospital approached Vancouver Community College about the possibility of the college offering refresher courses to inactive nurses.

"We took on the task of designing a refresher program, administering it, recruiting for it and finding funding to support it," Kotaska said.

When St. Paul's Hospital came to Kotaska asking VCC to take over applicants from its refresher program, Kotaska got backing from the Ministry of Education to offer 20 seats in each of two refresher programs.

Both the fall and winter sessions filled quickly and Kotaska says they are now taking names for the fall session this year.

"Obviously there is a lot of potential to be tapped out there," she said. "I think many inactive nurses are interested in coming back to work for a number of reasons. While

working conditions are far from ideal more effort is now being made to accommodate the needs of the individual in terms of working schedules and areas of interest. And there is no doubt the need for two incomes is bringing a number of nurses back into the workforce."

The refresher course runs two or three evenings a week for 18 weeks and those enrolled must do clinical sessions as well. There is no onus on students to work for a particular hospital or even to return to hospital nursing.

Continuing Education's specialty programs in critical care, obstetrical and pediatric nursing run from four to six months, including both classroom and clinical training.

As Kotaska explains, the need for specialized post-basic nursing programs arises from a number of factors. "When nursing students are doing their R.N. studies they obviously have to get experience in all areas of health care so the time they spend in any one area is limited. This, along with the fast-paced introduction to new health care technology, makes specialized training a necessity for nurses who want to function competently and confidently in these areas."

"In critical care, for instance, hospitals will send the nurses for specialized training. This area has a particularly high burn-out rate and rapid turn over in staff and the more training and preparation nurses have the better they can cope there. Though with staffing shortages hospitals are less able to spare nurses for training."

The greatest hurdles faced by the specialized programs are trying to schedule classes and clinical sessions so that they are accessible. In fact, Kotaska says, most of those taking the classes — 10 to 15 per session — are those who work casually and can structure their studies around the demands of jobs and families.

Another challenge is making the programs accessible to those outside the Lower Mainland. This year obstetrical nursing was offered in a pilot project in the Kootenays, using the VCC designed curriculum as a model. Kotaska hopes more efforts along this line can be developed with hospitals throughout the province.

"The staffing situation in B.C. hospitals and quality of training made available to our nurses is a concern that touches all of us. Through our programs at VCC we're trying to ensure that there are as many well trained nurses in our hospitals as the health care system needs."



continued from front page

## Special...83/84 Budget Request

As examples:

- a) With only 16 percent of the provincial population (when counted in the 1976 census), Vancouver has of March 31, 1981 had 30 percent of all the welfare recipients in the Province. (Source: Ministry of Human Resources, 1980/81 Annual Report, P. 46)
- b) In 1980 an inventory of hospital facilities revealed that, at that time, Vancouver had 26 percent of all the acute care and extended care hospital beds in B.C.
- c) 53% of V.C.C.'s Occupational training was in areas, as of November 1981, for which the Canada Employment and Immigration Commission forecast shortages of trained workers in the next 2 years in B.C. As a result of the current recession, many of these shortages have been delayed, but are expected to be more severe than originally forecast over the next 3 years once the economy picks up.
- d) English is a second language for over 30% of Vancouver's adult population compared with less than 15% for the rest of B.C. and V.C.C. continues to respond with the largest concentration of English Language Training in B.C.
- e) Vancouver has 30% of the adult population in B.C. with less than a grade five education and V.C.C. continues to respond with the largest concentration of Adult Basic Education in B.C.
- f) Vancouver is the major business centre in B.C. and one of the main business centres in Canada, and V.C.C. continues to respond . . . in 1980/81, V.C.C.'s volume of business-related student contact hours exceeded the total student contact hours delivered by any one of the smallest eight (out of 20) reporting colleges and universities.

The "community" which V.C.C.'s programs serve will also be undergoing significant changes which, in their combined effects,

will be unprecedented in B.C. The senior levels of government are presently constructing or planning several major projects in the City of Vancouver, namely:

- B.C. Place
- Transpo 86
- Automated Light Rapid Transit
- Trade and Convention Centre
- Cruise Ship Facility

Transpo 86 is expected to have a local economic impact to 86/87 of \$970 million **exclusive of any multiplier effects on Vancouver's hospitality and service related industries.** The combined economic impact of all five projects in Vancouver has not apparently been assessed, but will be substantial. V.C.C. will be responsible, from 1983/84 - 1986/87, for responding to the anticipated significant increase in demand for trained personnel in the service and hospitality industries.

In addition, as at December 31, 1981, close to 6.5 million square feet of major downtown office space was under construction or proposed. The City Planning Department last year estimated that "6,560 workers will occupy the downtown Vancouver office space scheduled to be completed by October 1982 . . . a 9% increase in the 72,420 estimated to be presently working downtown." They stated further, at that time, that the combined effects of the proposed downtown projects and large redevelopment projects (including B.C. Place) could be conservatively projected to result in a 44% increase in the number of downtown workers. Since that time, the amount of major downtown office building space under construction, exclusive of B.C. Place and other redevelopment projects, has increased!

A full set of budget request documents is available as part of the Board's public agenda.

The tremendous amount of effort by many administrators, faculty and support staff members at all centres and divisions of the college in preparation of the budget submission is greatly appreciated and I trust will be rewarded through increased recognition of the high quality of services provided by V.C.C. in an extremely cost effective way.

## 1982/83 Budget Reductions just announced!

The news media have been reporting on meetings in Victoria between the Premier and various public and private sector representatives. Following these meetings, there has been much speculation about budget and salary rollbacks. Education representatives met with the Premier and Education Minister Smith on Wednesday, July 21. It is the intention of Vancouver Community College to keep employees as informed as possible about that meeting and events and actions which may follow in the days ahead.

1. The Province does not have the resources to cover the budget allocations already made for the current fiscal year.
2. Our operating budget for the current year will be reduced. We will be told the amount of our reduction in the near future.
3. The College can make no firm decisions until the specific amounts of the budget reductions are communicated to us.

We hope this will be within the next week or two.

4. Our current operating budget is \$46.3 million. Approximately \$36 million of that is spent on salaries. To handle a reduction in the budget, reductions in salary increases already granted for this year are likely to be proposed.
5. The goal of the College is to maintain instructional services and to avoid layoffs if at all possible.
6. Our operating budget is to be reduced by 26%. Since some items covered by this budget have already been ordered, a stop order has been placed on all further purchases until August 3 when the College Executive Committee will review the furniture and equipment budgets of each centre to determine how much is left and how the available balance can best be allocated.

As further information becomes available, it will be communicated as quickly as possible.