

Jan. 8  
1987

# KING EDWARD TIMES

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VOLUME XII, No. 39

1987 January 08

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## IN MEMORIUM - MARGARET FURIK

It is with sincere regret that we record the sudden passing of Margaret Furik on Monday this week.

Margaret has worked for us in the Assessment Centre since October of 1983, but only on a full-time basis since last August.

In her role, she was one of the first people with whom many students made their early contact with the Campus. With her pleasant demeanor, she enabled many nervous students, particularly those new to our shores, to relax when writing their assessment. She will be sadly missed.

Margaret had a passion for things beautiful, especially music and architecture. She had recently studied history in Florence and Paris. In her memory, a plaque will be purchased through the Commemorative Programme of the Orpheum Theatre Foundation. Friends and colleagues, invited to contribute to this most appropriate memorial, should contact Barbara Bowers (local 717) or Keith Oberding (Local 719) in Room 4031.

At the family's request, there has been no memorial service.

R.F. Cunningham  
G.A.R. Sylvester



## STUDENT INFORMATION AND EVALUATION

Welcome back. I trust you feel renewed and refreshed as we enter another year which will present challenges to us all.

A reminder. As you meet your new class(es) your students are very curious, and often very concerned, as to the criteria by which you decide how grades, if applicable, are awarded; or how you decide as to whether or not they are to progress to the next level at the end of the course. (Students earn the grades that you award!)

You must give them this information, preferably in writing, when first you meet each class, and repeat it from time to time.

At the same time, you must advise your students as to the general objectives of the course/program - what it is that they will have to do to be successful. It may be that on learning the general objectives they will wish to transfer to courses which more appropriately meet their needs. Please assist them in such transfers.

As an instructor, you have the responsibility of ensuring that the objectives of each course/program in which you are involved are consistent with the objectives of the College and of the program. If you have any doubts about these objectives, please discuss them with your department head.

Although many students receive assessments before registering, the assessment process is not foolproof. If you find that some of your students have been inappropriately placed, please advise your coordinator or department head as early as is possible so that transfers may be made.

At all times, the student must be made aware of progress being made so that the final grade will not come as a surprise. That most instructors do this is apparent, as there were no grade appeals made for the January-August period. (It is too early for grade appeals for December to be received.) Please inform your students of the grade appeal procedure.

Also ensure that aspects of your instruction provide sufficient challenge to each individual who learns from you.

Keep your students aware of the support services available to supplement classroom activities, particularly the: Learning Centre, Counselling Career Centre, Counselling Services, Health Services and the Cafeteria.

If you become aware of any student having serious learning difficulties, please inform your division's IEPA (Individualized Education Program for Adults) representative.

Enrolment may be down in some classes, and up in others, this term and you may find that there has to be consolidation and changes in scheduling. Your efforts in handling such a situation are much appreciated by both your students and your administrators.

The responsibility for maintaining a high quality of learning opportunities is yours - it is the least of your students' expectations. I have every confidence that you, as an individual, will meet or even surpass all expectations.

Have a challenging, interesting and rewarding session!

R.F.C.



HEART SAVER  
FOR KEC/CE/CA EMPLOYEES

In the hope of seeing one employee in every department or office on this site trained in basic CPR, your local Health and Safety Committee has arranged, through the help of the Continuing Education and College Resources divisions, to provide a special four-hour HEART SAVER course, free of charge, to KEC/CE/CA employees.



be safety-wise

HEART SAVER  
MONDAY, JANUARY 19, 1987  
12:30 p.m. TO 4:30 p.m.  
ROOM 5025



be safety-wise

HEART SAVER is a four-hour course for people with no health care background. You will learn recognition of, and how to deal with heart attack. Performance skills include one person CPR and management of a conscious choking person.

Registration is without charge, but is limited to twenty participants. We will not, therefore, be able to accept more than one applicant from each department.

Application will be made by means of receipt of a duly completed and approved Leave of Absence from Duty form. Registration will be confirmed on a "First Come, First Served" basis.

If your registration for the course is confirmed, be prepared to dress casually and put in four full hours of "active" participation.

S. McClure



# CONDOLENCES

Our most sincere condolences go out to Petra Kleiser (ESL) on the recent loss of her sister and Susan Lee (ESL) on the loss of her father.

R.F. Cunningham

## K.E.C. FACULTY/STAFF ACTIVITIES

Peter Hamilton	Secondment to Ministry of Ed for duty in Indonesia.	Jan. 01/87 -Jan. 01/88
Soonoo Engineer	Attend Human Unity Conference in L.A., Calif.	Jan. 02
Ruth Behnke	Develop a self-paced Math 083 program (1/4 release time).	Jan. 05 -Apr. 30
Steve Chung	Transference of data to computer diskettes.	Jan. 05-23
Soonoo Engineer	Course development - History 098 (1/4 time release).	Jan. 05 -May 01
J. Gaitanakis	Canadian literature studies; computer knowledge acquisition.	Jan. 05
John Godfrey	Compare and contrast the sounds and structures of Spanish and English.	Jan. 05-16
Peter Hopkinson	Reorganize curriculum for Physics 061 and 071 (various dates).	Jan. 05 -Apr. 23
Lyn Lennig	Assist in the revision of Intermediate tests; preview new computer software available in KEC lab.	Jan. 05-23
M.J. Mackenize	Write a lab manual for Biology 083/093 (1/2 time).	Jan. 05 -April 22
Allison Norman	Attend University of San Francisco 10-day workshop in Rittenberg/Kreitzer learning techniques.	Jan. 05-16
Alice Wong	Study use of word processing in business writing.	Jan. 05-09
Edward Soltis	Review various software programs in the computer lab; read two books from the Mel Henderson Memorial Collection.	Jan. 05-16 Jan. 19-23
Sharon Yoneda	Update files; create beginners programs on a new computer game called "Faye's Word Rally"; attend in-service pronunciation class.	Jan. 05-23
Don Richardson	Take word processing 072-871 (5 hours per week).	Jan. 06 -Apr. 23

M. Redman



### KEC CAR RAFFLE - 1987

The car raffle project for 1987 is underway. We have a magnificent edition of a 1978 Chevrolet Monte Carlo in the making. This vehicle is being restored to "better than new" condition, and will be available for inspection in February. Raffle tickets for this vehicle will be going on sale Friday, February 13, and sales teams are being developed now. The spirit of competition at VCC is alive and well, and campus ticket sales teams will be going head-to-head for a challenge trophy. This year ticket selling teams will also be entered from the external community, (they plan to win the trophy)! Stay tuned for more information.

Sam Lewindon

### KEC AUTOMOTIVE AUTOMATIC TRANSMISSION SERVICE

#### WINTER SPECIAL!!!!

- |                                 |                             |
|---------------------------------|-----------------------------|
| - Inspect for leaks             | - Change transmission fluid |
| - Inspect & Adjust all linkages | - Replace filter            |
| - Adjust Bands                  | - Road test                 |
| - Perform shift checks          |                             |

COMPLETE TRANSMISSION SERVICE INCLUDES - new fluid  
- new filter  
- new pan gasket

ALL FOR \$35.00

Call Dave at 875-8202 Pager 680-6919

Dave Crowe

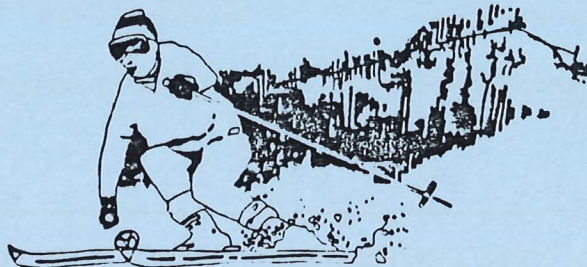
### SKI! SKI! SKI!

How do you like your skiing? X Country or Downhill - Yes! it's that time again when all our VCC skier's and friends get together for a day trip! This time its Whistler.

Date: January 17, 1987  
Time: Probably 7:30 A.M.  
Trans: Bus  
Cost: Bus only \$17.00  
X Country Pkge \$30.00  
(Includes equipment & lessons)

For further information, contact Gillian Akin, local 738 as soon as possible.

G. Akin







# INNOVATION ABSTRACTS

VOL. VIII  
NO. 28

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## IS IT WIZARDRY OR MAGIC? WHAT MAKES AN OUTSTANDING TEACHER?

Over the past year and a half, we asked new adjunct faculty at our community college to help us determine the qualities of really outstanding instructors. It is not unusual for community college part-time faculty, particularly in the technical areas, to have had limited or no previous instructional experience. So at the beginning of each term we host an orientation program where we talk about instructional skills, in addition to disseminating the usual nuts and bolts kind of information.

We begin our discussion of instructional skills by asking these new faculty to reflect on the instructors they themselves had during their first two years of college. First, we ask them to indicate the **number** of instructors they feel were "outstanding" or "poor." Then we ask them to describe the **characteristics or qualities** of the instructors they rated as "outstanding" and the instructors they rated as "poor." Of course, we're using the questionnaire and ensuing discussion as a tool to help the faculty focus on the process of instruction, and to help them solidify their own instructional approaches and plans. But we are also interested in the long-term perspective—we want to know what really stands out—what we remember over the long haul about the really good (and the really poor) instruction we have received. It's one thing to review instructional evaluations conducted at the end of the semester in which the instruction occurred; it's another to ask people to recall their experiences of ten, fifteen, twenty or thirty years ago.

So, what did we discover? On average, our new adjunct faculty remembered two "outstanding" instructors from their first two years of college—or about 15% of the instructors they had had in that time period. On the other end of the scale, they remembered, on average, about three "poor" instructors. Not a very large percentage in either case, but maybe that shouldn't surprise us since we were asking people to "pull" out the exceptional folks.

Their descriptions of characteristics of the college instructors which they had rated "outstanding" covered a very wide range of personal and professional characteristics—the "top 5":

1. knowledge of subject
2. well-organized
3. concerned about and responsive to student needs
4. enthusiasm for subject
5. friendly and personable

Now take a look at the "bottom 5"—the five characteristics which distinguished those teachers rated as "poor":

1. dry, dull, cool, aloof, no personality
2. unorganized, not prepared
3. disinterested, uncaring, disrespectful toward students
4. not knowledgeable about subject
5. unable to communicate effectively

True, there were other comments—about absences, being late for class, inappropriate exams, inflexibility and other teaching issues. But the fact that the opposites of the "top 5" characteristics consistently showed up in our "bottom 5" list seems to support these major skills and characteristics as critical to being, and remembered as, an outstanding instructor.

Lynn Sullivan Parker  
Associate Dean  
Human Resource Development

Vernon A. Magnesen  
Associate Vice President  
Academic Affairs

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## AN EFFECTIVE APPLICATION OF THE ELECTRONIC SPREADSHEET PROGRAM IN PRINCIPLES OF ACCOUNTING

Computerized practice sets and the like have been available for some time, but a more recent form of computer application which publishers are introducing with increasing frequency involves the electronic spreadsheet program. The spreadsheet "templates" (predesigned spreadsheet files stored on a disk) published with many accounting texts are normally designed to quickly provide solutions to some of the end-of-chapter problems. The student enters the relevant figures from the problem into the appropriate cells of the spreadsheet, and the solution is instantly displayed. These applications do serve to acquaint the student with the spreadsheet program, but they can often be criticized for their failure to adequately teach the underlying procedures which were applied to obtain the solution. This article describes a spreadsheet exercise created at Highland Community College which clarifies and complements course material while also introducing students to the spreadsheet program's operation.

Budgeting has traditionally been a difficult area for both instructor and student, and it is here that the electronic spreadsheet can be used as a very effective teaching aid. The master budget is composed of a sales budget, inventory purchases (or production) budget, selling expense budget, general and administrative expense budget, cash budget, and capital expenditures budget, and together they determine the balances reported on the projected income statement and balance sheet for the budget period. The interrelationships between these component budgets are complicated, and the process of tracing through them to analyze the effects of a change in some budgeted amount is the kind of tedious, demanding work which students find frustrating and confusing, and which instructors find difficult to present. Consequently, students often learn the steps required in preparing the component budgets, but fail to understand the significance of the master budget in planning future operations.

The instructional power of the spreadsheet program lies in its ability to allow students to *effortlessly* use the budget to analyze the effects of future contingencies. It is only necessary to go to the appropriate spreadsheet cell and change the budgeted figure. The computer instantly recalculates the master budget, eliminating the "busy work" that otherwise interferes with an understanding of its crucial importance in the planning process. Also, because spreadsheet programs were originally developed to facilitate the business budgeting and planning process and are still most directly associated with this use, their application in the budgeting section of the class arises as a natural and appropriate extension of course material.

As the exercise has been used at Highland, students first prepare a simple individual cash budget for a three month time horizon, and in the process learn how the spreadsheet operates. In the second, more extensive part of the exercise, students are given a disk on which is stored as a spreadsheet file the master budget which was developed as an example in the body of their text. The text's budget was used because students will have already become familiar with it, and because the text can then serve as a reference source which describes its construction in detail. An accompanying handout presents a realistic situation in which the company faces several financial constraints. Students, who act as financial analysts employed by the firm, use the spreadsheet (1) to determine the effects of several possible future events on net income and the constraint variables and (2) to analyze the effects of possible corrective actions which might be taken if the events should occur.

This has proved to be a particularly effective application of the spreadsheet program, generating very favorable responses from students. Many comment that it is both "fun" and enlightening to see how accounting information is used in planning, and that they have developed an appreciation of the importance of accounting in business management.

Craig Pence  
Highland Community College

For further information, contact the author at Highland Community College, Pearl City Road, Freeport, IL 61032-9341.

Suanne D. Roueche, Editor  
November 21, 1986, Vol. VIII, No. 28

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R.F.C.

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# IT'S VANCOUVER COMMUNITY COLLEGE

IF YOU NEED  
TO KNOW

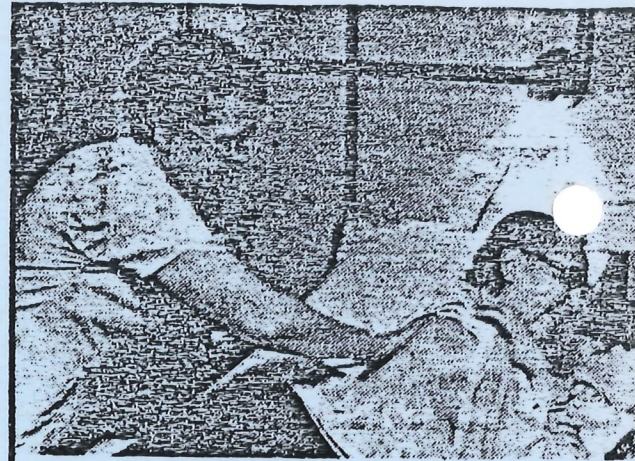
KING EDWARD CAMPUS



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a desire to work as part of the community health care team  
serving and aiding:—

- senior citizens
- families in crisis
- those needing child care and the
- physically and emotionally handicapped



Home Support Aides assist people in their own homes to  
achieve the maximum of independence both for them-  
selves and their relatives.



EMPLOYMENT OPPORTUNITIES FOR  
PROGRAM GRADUATES ARE  
READILY AVAILABLE.

The next full-time program starts January 5th, 1987 and  
lasts for 13 weeks.

A part-time evening program for working HOME SUPPORT  
AIDES will also start January 5th.

THERE ARE STILL SPACES AVAILABLE  
FOR BOTH PROGRAMS.

For further information on either program, please call Anne  
at 875-6111, local 448.

The King Edward Campus of Vancouver Community  
College is centrally located at 1155 E. Broadway, just  
4 blocks from the Broadway SkyTrain Station.

There is plenty of free parking at the college and the cross-  
town Broadway bus stops at our front door every few  
minutes.

## ON VACATION

Peter Littleboy will be on holidays during the month of January.

P. Littleboy



## POSITION OPENINGS

V.C.C./V.V.I. requires a Secretary I (Instructional Administration) temporary until approximately Nov. 27/87. Closing date for applications is Jan. 2nd.

V.C.C./V.V.I. requires a Department Head for the Printing Production Department. Closing date for applications is Jan. 30th.

V.C.C./K.E.C. requires a Clerk-Cashier (temporary until approx. May/87). Closing date for applications was Jan. 2nd.

V.C.C./K.E.C. requires a Part-Time Instructional Assistant I for the Pharmacy Technical Assistant Program (temporary until approx. May 29/87). Closing date for applications is Jan. 15th.

V.C.C./Langara Campus requires a Dean of Administrative & Student Services and a Dean of Instruction, Arts & Science. Closing date for applications for these positions is Jan. 19th.

V.C.C./Britannia Community Centre requires an Instructional Assistant I for the B.T.S.D. Youth Department (temporary until approx. June 26/87.) Closing date for applications is Jan. 13th.

V.C.C./Continuing Education Division requires an Instructor for Computer Assisted Instruction.

V.C.C. International Education requires a Training Team Manager for the Preventative Maintenance Training Centre in Chittagong, Bangladesh. The project will commence in early 1988 and last for three years. Contact address is on bulletin boards.

CBIE - BCEI in Ottawa is seeking candidates for Director, Institution and Student Services. Applications should be submitted by Jan. 23rd.

For further information on the above positions, please see bulletin boards.

L. Fast



*Campbell*

*"You fast-forwarded through part of the nine weeks, didn't you, Eddie?"*



