

March 5
1987

KING EDWARD TIMES

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VOLUME XII, No. 47

1987 March 05

FAREWELL

It is my regrettable task to write a few farewell lines to wish Jerry Ryan goodbye and a very HAPPY RETIREMENT.

Jerry has been working for King Edward Campus since 1974 and during the past few years since Mary Griffith retired, has been responsible for putting together our weekly KEC Times.

I am sure many of you will wish to drop by and thank Jerry for all the years of dedicated support she has provided. March 6th will be her last day with the College.

Again - Happy Retirement Jerry.

Dorothy Moutter

POSITION OF MANAGER, ASSESSMENT SERVICES AT KING EDWARD CAMPUS

This position was advertised several weeks ago but the number of responses was considered too low to make a proper selection. The position will be posted again during the next few weeks and I would certainly encourage interested and qualified faculty to apply. The salary has now been established at pay grade 24, ranging from \$38,952 to \$47,364.

I am concerned about the further development of the Assessment Centre and would like to see it grow as a provider of more services, first to all parts of the College and then to the community.

I would be happy to discuss the position with anyone interested in it!

L.E. Fast

WORKSHOP

I will be offering a Job Search Skills Workshop in the Counselling Department Mondays, March 9, 16, 23 from 2:30 - 4:30.

If you have any interested students (Upper Advanced and above) please send them to Counselling to register.

Angela Fredericks

CAREER AWARENESS WORKSHOP - BUSINESS ADMINISTRATION

DATE: Thursday, March 19
TIME: 10:30 a.m. - 12:30 p.m.
LOCATION: AUDITORIUM
TOPICS: the business job market, employment qualifications, company and educational training programs and technological changes.
SPEAKERS: Jim Green, Assistant Supervisor
Recruitment, Training and Development
BANK OF NOVA SCOTIA
Kevin White
Sales Manager, Vancouver Stores
XEROX CANADA INC.
Ken Weaver, Department Chairman
Business Administration Programs
LANGARA CAMPUS

Please inform your students or bring your class! Register through Maureen or Angela, Counselling Career Centre, Room 3002, local 496/497.

Lorraine Herlick

INTERNATIONAL EDUCATION

Faculty exchange position open for September 1, 1987 at the University of East Asia Junior College in Macau.

The College has an opening for a V.C.C. faculty member to teach both Sociology and Psychology for one term starting in September/87. There may also be the opportunity to become involved in the development of a teacher training programme at the University. If you are interested in the position and want more details, please contact Dave Greenall at 875-1131, local 350 or 875-8233, local 484 as soon as possible.

Dave Greenall

KEC OPEN HOUSE '87

The OPEN HOUSE was a tremendous success in quality of presentation and organization, if not in final numbers. Unfortunately due to a sundry of reasons separate from our organization (two major conferences in the lower mainland; Pro-D day in a number of school districts; sunny Friday afternoon...), we did not make contact with the number (120-150) of secondary and post-secondary representatives we had anticipated.

On a positive note - the 70 or more participants represented over 30 institutions and the feedback from the participants was very enthusiastic.

Many thanks to the administrators, faculty and support staff for your numerous contributions and your keen support. It was wonderful to see involvement and cooperation across administrative structures and disciplines. We put on a "good show"!

We would like to especially express appreciation to:

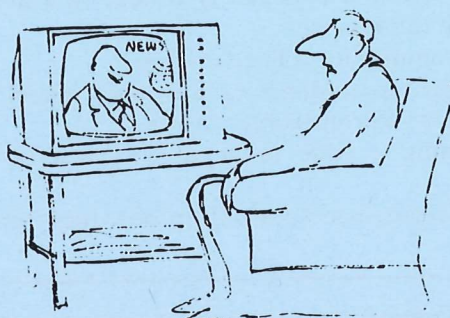
1. Social Coordinators: Angela Fredericks and Noreen Green
2. Entertainment Coordinator: Jerry Domer

Special thanks to Sally Hovinger and the Madrigal Singers

3. Sign and Direction Coordinator: Ron Fussell
4. Registration Coordinator: Vicky Monroy
5. Domco - for the wonderful orange liqueur cake and beverages
6. Lawrence Fast
7. Gordon Pawelchak
8. Sam Lewindon
9. Cheryl Jibodh

And, a special thanks to the Counselling Department who initiated and coordinated this project.

Rose Low Geiger
Thorne Husband



After these messages, we'll be
back with more bad news."



INNOVATION ABSTRACTS

VOL. IX
NO. 5

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With support from the W. K. Kellogg Foundation and Sid W. Richardson Foundation

WHY DON'T I TEACH IN A "GOOD" SCHOOL

This is my 14th year of teaching in two community colleges. The first was in rural Virginia with about 1200 students. The present one is in Nevada; it has almost 9000 students and is still growing. Although very different in size and location, these schools have much in common with each other and all community colleges.

As I've talked with other community college faculty, it has become apparent that we share many things. We share enjoyments and frustrations and a strong belief in the value of what we do; but we often feel misunderstood. I'd like to describe why I've chosen this particular career, why it is the most exciting work I can imagine, and why I believe community colleges are the true vanguard of higher education.

I didn't get a Ph.D. in chemistry so that I could teach in a community college; I wasn't that far-sighted. I got my degree because doing chemistry was about the most fun I could have—at least in public. My first job was in industry, because I thought I might do interesting work and earn a reasonable amount of money. Both of these assumptions were true, but I rapidly decided industry wasn't for me, partly because of regulations denying us such things as sharp-pointed scissors "because we might hurt ourselves." In my present job, chemistry is still fun and my work is amazingly interesting, but I have trouble earning a "reasonable" amount of money. I spend 18 to 20 hours a week in the classroom, 5 to 6 hours with individual students, 20 to 30 hours making and grading tests, homework, labs and quizzes, additional time setting up labs and attending the never-ending committee meetings; and I sometimes wonder if we should be allowed sharp-pointed scissors.

The title of this paper came to me in 1971. I had resigned my industrial job, had decided I wanted to be in higher education, and realized that if I *really* wanted to teach, the place was in community colleges. One of the people I asked to write a letter of recommendation said, "Yes, you'll be a great teacher, but why don't you apply to a good school?" Since that time I've been asked some version of that question at least once each semester. My colleagues report that they've been asked similar questions, and students often express the same feelings.

According to a recent ACS survey of two-year colleges, 39.6% of chemistry instructors in two-year colleges hold doctorates. In some quarters there has been a reluctance to hire these people. In 1971 the problem was described in *Community College Review* as the "Trojan Horse Phenomenon." More than 10 years later, the argument was still being made that Ph.D.s from traditional disciplines would become unhappy and frustrated in community colleges and try to bring about changes harmful to the two-year school. Questions such as "With your background, will you be happy here?" or "Are you just using this as a stepping-stone to another college or a university?" seem to reflect not only an effort to get excellent instructors but a feeling of being an inferior institution.

Reflecting upon my own choices and career in this context, there are several points I would like to make.

1. The community college and its students are unique.
2. Teaching in such a school has benefits that should be sought by many (including Ph.D.s) and acknowledged by all.
3. The outstanding faculty member in the community college has qualities that should be sought by *all* educational institutions.
4. Perhaps instead of "stepping up" from a community college to a university, a natural progression in a talented teacher's career might be the reverse.

Consider the first point: Why is a community college unique?

It accepts students without regard to academic rank in high school or test scores.

It adapts and adjusts its programs to community needs.

It is comprehensive, maintaining a wide range of programs to meet diverse community needs.

It provides a lifelong learning experience for all, from post high school age to the elderly.



A recent essay contrasting a university and a community college likened a university to a beautiful Ming vase and a community college to a well-designed kitchen utensil. The "typical" community college students are older, working, goal-oriented, and are upgrading or changing skills. They often lack the background necessary for college work as well as confidence in their ability to learn. In many cases they're the first of their family to go past high school. The "typical" community college student is about as atypical as you can get. These students are able to relate what they are studying to other experiences or jobs. They often interact with their teachers not only as students but as friends. When they see evidence that they can achieve at a high level, their subsequent achievement and self-confidence increase dramatically.

Regarding my second point, what are the benefits that should attract a talented teacher? The community college and its students offer an almost endless challenge. As I read recently, "Open almost any door . . . a door to an industry, a business, a school, a government agency, a home . . . and you will find a need for further education and training. It is at community colleges that the most advanced teaching strategies are implemented, not just investigated and compared." I wanted the challenge of conveying some of the usefulness, beauty, and a wonder of chemistry to students with widely different motivations and abilities. To do this has taken an appreciation of diverse and changing educational goals, use of a great deal of curricular variety and innovation, skill in guidance, tact, and patience.

My third point is that an outstanding faculty member in such a school has unique qualities. Consider some of these. Part of the joy I get every day comes not from coping with content, but how to get it across. "Too many college and university teachers confuse talking with teaching." In a community college chemistry classroom, you simply cannot do that. We must avoid the old definition of professor: "Professors are people who talk in other people's sleep."

Another question I'm often asked is about research. Do I do any? If not, do I miss it? How can I stay "current" without it?

My response is that we all must be scholars. This is as true in a community college as it is in any other educational institution. Good teachers make it a point to be current.

My fourth point gets to the core of why I enjoy teaching at a community college. To convey current knowledge to a well-prepared student is relatively easy, but to teach successfully the same concept to a student with (perhaps) limited background is a real joy. Such challenges make it possible to think of community colleges as elite schools that attract master teachers and scholars, and as places to strive for in one's career development.

To return to the title of this paper, the question really has two parts: First, why do I teach? I teach because I enjoy it. It's hard work, but there's sheer pleasure in teaching people things they didn't know or couldn't do before they came to my course. And I always learn something from each new class.

Do I teach in a "good" school? If you mean do we have high entrance requirements and accept only those students who are better prepared, who have more money and less pressure from family life and a job, who've already shown that they learn well, the answer is no. If you mean do we have a stimulating, creative environment where flexibility and responsiveness to innovations and the needs of the students are possible, a place where beginning students who *really* need and actively seek your help come to improve themselves, where interaction on an individual basis is possible, and where students who may lack background and confidence can, with good teaching, succeed sometimes beyond even *your* wildest dreams, a place where your best talents are really needed, the answer is definitely yes.

John Clevenger
Truckee Meadows Community College

For further information, contact the author at Truckee Meadows Community College, Reno, NV 89512.

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Suanne D. Roueche, Editor
February 20, 1987, Vol. IX, No. 5

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R. F. Cunningham

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FREE WEDNESDAY NOON-HOUR SMALL BUSINESS SEMINARS AT KEC

A series of noon-hour small business seminars on legal and financial aspects will be conducted at K.E.C. on Wednesdays in March '87. Lectures will be given in simple English. Admission is FREE. Limited space. Pre-registration is strongly advised.

Seminar time: 11:30 a.m. - 12:30 p.m.

March 11 The Legal Aspects in Starting a Small Business
(Room 2084 Level 2 next to TRAC office)

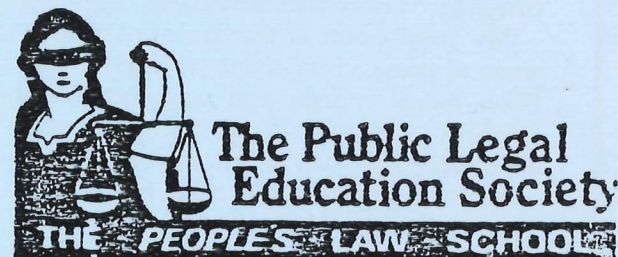
March 18 Financing: How to Apply for a Business Loan (Room 2084)

March 25 Business Insurance (Room 2084)

For registration, please call 875-6111
Local 230, 453 or 454.

Sponsored by the Small Business Establishment
& Entrepreneurial Development (SEED) at KEC.

Co-sponsored by the Public Legal Education Society.



3486 West Broadway, Vancouver, B.C. V6R 2B3 Tel: (604) 734-1122

Alice Wong

POSITION OPENINGS

V.C.C./K.E.C. requires a Clerk II - Admissions. (temporary until approximately July 24/87. Closing date for applications is March 10th.

V.C.C./K.E.C. requires a Program Assistant I (Assessments). This is a temporary position until Mar. 31/87). Closing date for applications was March 3rd.

V.C.C./V.V.I. requires a Clerk Typist II (with Industrial First Aid Cert.). Closing date for applications is March 10th.

V.C.C./V.V.I. requires a Financial Aid Advisor (temporary). Closing date for applications is March 10th.

Vancouver School Board requires a Trainee, Iceman - Custodian located at Britannia Community Services Centre. Closing date for applications is March 11th.

Kwantlen College, Surrey, B.C. requires a full time ESL Instructor for the Richmond Campus from May 19th to July 3/87 for its Summer English Program. Apply by March 20, 1987.

East Kootenay Community College requires an Administrative Assistant (Term) for the Cranbrook Campus. Closing date for applications was March 2/87.

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

L.E. Fast

K.E.C. FACULTY/STAFF ACTIVITIES

Cheryl Draper	Produce supplementary reading material suitable for English 098/99 reading comprehension.	Mar. 03-31
Terry Smith	Attend, and represent VOC at, Interior Jazz Festival with Soundwave Jazz Choir (Kelowna).	Mar. 05-07
John Parry	Attend professional development seminar.	Mar. 07
Jean Cockell	Attend meeting of Provincial Advisory Committee on CAI for ABE math.	Mar. 09
Dale Dorn	Complete ID 101; review Canadian studies material.	Mar. 11-31
My-Van Troung	Attend TESL Conference in Vancouver.	Mar. 12
Alice Wong	Attend TESL Conference.	Mar. 12-13
Brian Pollard	Prepare, organize and file 098 reading material.	Mar. 23-26 (1/2 time)
Cindy Onstad	Adult literacy consultant.	Mar. 24
	Board meeting for the movement for Canadian literacy.	Mar. 25-29
Fred Grimann	Classes at Chrysler & G.M.	Mar. 04-13
		M. Redman

HEALTH & SAFETY ISSUES

TRAINING VIDEO -

A safety training video "A NEW WAY TO LIFT" is available from the K.E.C. Library. This video is about 10 minutes in length and is intended to create an awareness of the dangers of improper lifting in everyday activities at work, home or in exercise. The Health & Safety Committee would like to suggest that department heads and supervisors be encouraged to have all their employees see this video.

HUMIDIFIERS -

Dirty filters in humidifiers are a health hazard. If you have a humidifier in your office or classroom, please make sure the filters are cleaned at least every few months.

Shirley Girvan

CAFETERIA OPEN SATURDAYS

From now on the cafeteria will be open on Saturdays from 8:30 - 12:30 until further notice.

Stan Manson

BOARD COMMITTEES AND LIAISON MEMBERS FOR 1987/88

Personnel and Staff Services Committee

B. Spitz
P. Hebb
J. Pearkes No Alternates

Administration Committee

C. Miller
E. Jarvis Alternates: 1) B. Spitz
A. Saunders 2) P. Hebb

Education and Student Services Committee

J. Chapman
H. Wotherspoon Alternates: 1) E. Jarvis
P. Glass 2) B. Spitz

The following members of the Board will act as liaisons between the Board and the listed centre/organization:

Langara Campus: J. Chapman
 H. Wotherspoon

King Edward Campus: P. Hebb
 C. Miller

V.V.I. Campus: B. Spitz
 A. Saunders

Continuing Education: P. Glass
 E. Jarvis

VCC Education
Foundation: J. Pearkes
 C. Miller

B.C.A.C. J. Chapman

L.E. Fast

PARKING IN RESTRICTED AREAS

It has been brought to my attention that faculty have been parking in fire lanes when no parking space is available in the faculty/staff parking area. Security personnel have, as part of their responsibility to ensure that fire lanes are kept clear at all times, been empowered to have cars illegally parked removed. It therefore distresses me to learn of instructors being abusive to Security personnel who are trying to carry out unpleasant tasks in a courteous manner.

R.F. Cunningham

PRINCIPAL ON VACATION

Please note that I will be taking two days vacation on March 9 and 10. Dean Cunningham will be acting for me.

Lawrence Fast

TO SMOKE OR NOT TO SMOKE!

WHAT'S THE SCORE?

I thought you might like to know that as of Wednesday, March 04, 156 people had replied to the questionnaire about smoking.

The results:

For full compliance with the Vancouver by-law	60
For a smoke-free campus by October 1, 1937	96

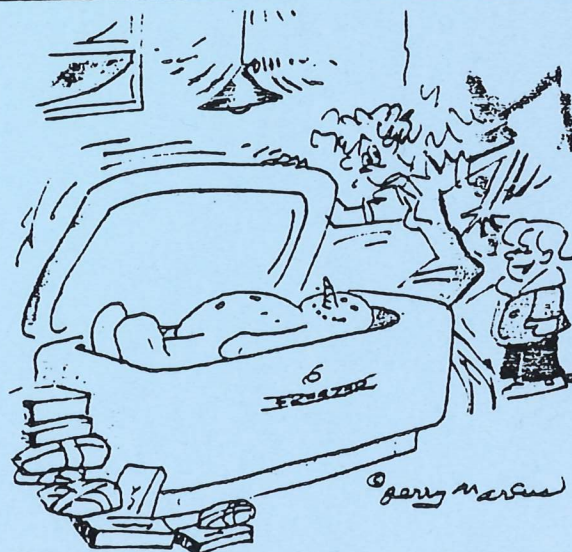
If you still wish to reply to this questionnaire, please do so by Tuesday, March 10th.

Of further interest:

1. Yes, it was always understood that smoking outdoors on campus would be permitted.
2. About 25 people replied to my earlier memo about concerns for the future of King Edward Campus but 156, or six times as many, replied to the question about smoking.

Lawrence Fast

**If you think it's hard to
stop smoking, wait till
you try to stop bragging
about it. —Frank Walsh**



"In July, he's gonna be the only snowman
on the block."

