

March 12
1987

KING EDWARD TIMES

VOLUME XII, No. 48
1987 March 12

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RECEIVED MAR 13 1987

FAREWELL ROBERT

Faculty, Staff and Administration of the College will have the opportunity to bid ROBERT CUNNINGHAM farewell and bon chance as he embarks on early retirement as of the end of March.

The FAREWELL ROBERT COMMITTEE is planning:

Happy Hour 7:00 p.m.

Dance 8:00 p.m.

Continuous Bar (no host)

Late Evening Buffet 9:30 p.m.

Fun, Frolic



FRIDAY, 1987 MARCH 27, FACULTY CAFETERIA, KING EDWARD CAMPUS

TICKETS: \$5.00/person

Available as of March 16 from:

Gillian Akin
Pat Kennedy
Bette Lowe
Roger Ofield
Gordon Pawelchak
Terry Smith

KING EDWARD DAY - MARCH 27, 1987

Where will we all be in 10 years?

"EDUCATION AND THE COMMUNITY COLLEGE: THE NEXT TEN YEARS". That's the theme.

Speakers will include:

Paulette Maglaque, KEC - ABE Instructor
Nancy Wiggs, Clerical Programs, UBC
Paul Gallagher, VCC President
Rosalyn Kunin, CEIC, Regional Economist
Lorne Thompson, Ministry of Advanced Education and Job Creation
Darlene Marzari, Opposition Critic For Advanced Education

Afternoon events will include:

Women Skills: Technological Change and Clerical Work (Workshop)
Stress Management and Burnout (Workshop and Film)
Future Trends: (Video With Alvin Toffler)
Investing in the Stock Market: (Workshop)
Communication and Interpersonal Skills in the Workplace: (Films)

Plan to include Lunch (at \$2.00 a ticket), Happy Hour in the afternoon, and a Trivia Contest woven throughout the day.

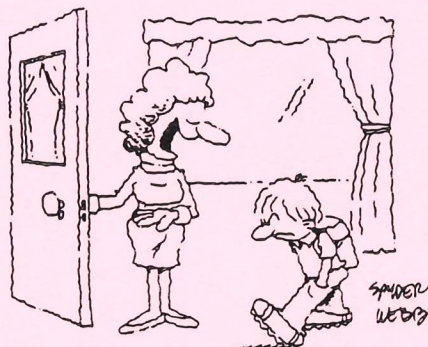
MARCH 27TH, IT SHOULD BE STIMULATING. IT SHOULD BE FUN.

Robert Caldwell

PRINCIPAL ON VACATION

Please note that I will be taking three days vacation of March 18, 19 and 20. Dean Cunningham will be acting for me.

Lawrence Fast



"Congratulations! You have already won a free education! To claim your prize, simply board the yellow bus."

ON VACATION

I will be on vacation between Monday, March 16 and Friday, March 20, 1987. During my absence, please direct any ABE Division concerns to Robert Cunningham, Dean of Instruction.

Gordon Pawelchak

ON VACATION

I will be on vacation for the period March 16 to March 20, 1987. During this time, routine inquiries will be handled by my secretary, Joan Rippel. Matters requiring decisions may be forwarded to Robert Cunningham, Dean of Instruction.

Sam Lewindon

CONDOLENCES

Our most sincere condolences go out to Howard Turpin on the recent loss of his mother.

Robert Cunningham

TO ALL ADMINISTRATORS, FACULTY AND STAFF

Please be advised, that effective immediately, any and all inquiries concerning the Absence Report on your time off should be directed to the person on your campus responsible for looking after that time off.

The key people on each campus are:

KEC	Gwen Coates	Local 733
VVI	Flo McGregor	Local 233
Langara	Carol Harrison	Local 272
CE	Betty Larkin	Local 762
College Resource	Pat Cooper	Local 351
CA	Korena Jang	Local 327

Thanks for your co-operation.

Joanne Bydal



INNOVATION ABSTRACTS

VOL. IX
NO. 6

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INCREASING WRITTEN OUTPUT

There is a tremendous mystique surrounding the process of writing, a mystique left over from those days in Mr. Hawthorne's high school English class where we found ourselves counting and recounting the number of words we'd managed to eke out of our not so fertile imaginations, hoping to have enough to satisfy the theme requirements. The process seemed so difficult then that most of us developed a real aversion to it and shrouded it in myths about the creative process.

Fortunately for us, research is now suggesting that those myths are not necessarily true. Dr. Robert Boice at SUNY-Albany has been studying the writing process in academics and reports that there is hope for most of us, after all (1982, 1983, 1984). He had great success making some simple suggestions to his fellow faculty who had been experiencing difficulty in meeting their writing deadlines. Although the procedures were aimed specifically at written output, a simultaneous increase in creative ideas was observed as well. We have combined his suggestions with some from the literature on enhancing creative thought to produce an expanded set of suggestions for those interested in increasing their written output.

1. **Keep an idea notebook.** Many people believe that creative ideas can't be forced to occur at will; they just come to us at the most inconvenient times. We have all had the experience of having a brilliant idea occur to us just before going to sleep or in the shower or on the drive to work, only to forget what it was when we sit down to write. The most obvious way to tap that spontaneous creativity is to provide a long-term storage medium other than our rather shaky and overloaded memory. The medium most often recommended is the idea notebook. Most busy people already carry some sort of calendar with them to keep track of appointments and obligations. It is a simple matter to add a section to that calendar which allows the recording of these random ideas in brief form for later work.

2. **Set aside a regular time and place to be creative.** Even though many of us believe you can't force creativity, in reality researchers report that many creative people do just that. Their results indicate that the creative output of these people is more a result of regular hard work and persistence than large bursts of inspiration. Many successful people also create a special environment in which to work, an environment which becomes associated with that work and eventually comes to elicit it. I can speak from personal experience on this one. I have now spent so much time sitting at a Macintosh writing with Mozart playing in the background that simply assuming that position begins the flow of ideas and makes my work a lot easier. There are many very valid psychological bases for this phenomenon, but underlying them all is the assumption that creative behavior is really no different from other behavior. And just as we can learn to drive a car automatically, we can learn to be productive writers and thinkers in the presence of certain cues.

As to the place requirements, the conditions don't have to be away from your regular office. All you need to do is make the environment slightly different from your regular interruptable work environment. Close the door. Use a special desk lamp. Play a particular type of background music. Sit at a different table. Any of these small changes could be enough to serve as the stimulus for writing or thinking. The only requirement is that those conditions be used only when you want to work, not for anything else.

The amount of time you spend is another myth to overcome in increasing output. Many people are defeated by the mistaken notion that they must have large blocks of time in order to get anything meaningful done. While that may be true initially, once the habit of regular writing or thinking is developed, it becomes easier to get a lot done in short blocks of time. And certainly, it's a lot easier to put aside 30 to 60 minutes than three to four hours. In fact, for many people experiencing writing blocks, the shorter time periods are better because they help overcome that awful feeling of having to sit for hours and be frustrated. You know it will be over in 30 minutes, and you can stand almost anything for 30 minutes.

3. **Set a regular page or idea goal.** One of the most successful of Boice's techniques was the establishment of goals for each writing period. Faculty participating in his studies were asked to write a minimum of three pages in each of five writing periods a week for a total of 15 pages a week. They ke



graphs of the number of pages produced in each period. At the same time they logged all the creative ideas they had had since their last writing time and graphed that number as well. In fact, with some of his more blocked colleagues, he required that they stop writing once they had reached their goal, even if they had more ideas. Any additional ideas were jotted down and used to stimulate writing during the next period. Boice found that the charting of output had a very positive effect on most participants, giving them an immediate feeling of accomplishment as opposed to the delayed success we experience only at the completion of a long project.

4. **Use the buddy system.** Although Boice had a lot of success with charting progress, he was far more successful when some external contingencies were applied to monitor progress. He used several different systems at various times. For example, in one case, a group of faculty formed a small support group which met on a regular basis (sort of like Weight Watchers) to compare progress. In another case, Boice himself was the monitor and met with each participant for ten minutes once a week to review what they'd done.

5. **Overcome your writing blocks.** Even if you succeed in setting aside time and setting up a monitoring system to keep track of your output, you may still face occasional problems in getting started writing. If so, there are some additional suggestions gleaned from Boice's work and the work of others who specialize in writing, such as Peter Elbow, which may be of help.

One thing that often overwhelms us as we begin a writing project is the sheer size of the task. The thought of launching into a multi-chapter proposal or report can be intimidating. Therefore, for example, break a paper into steps such as an outline, a set of main points, a unit around each main point, a conclusion segment, and finally an introduction. Once all the segments are written, editing pulls them all together and comprises another unit of work.

Another suggestion to get the writing going is a procedure called "free writing." This is particularly helpful when you are staring at a blank page and can't decide how to begin. The procedure involves setting a given time period, like ten minutes, and simply writing down anything that comes into your mind, including "I can't think of anything." The objective is to not lift your pen from the paper, but to write continuously, allowing the free flow of ideas to stimulate you without the need for revision. Each idea generates more ideas and breaks the block of not knowing where to begin because you can begin anywhere. Once the specified period is over, you can go back and edit what you've written or use the ideas generated to create a more coherent piece.

A third suggestion to help blocked writing is to not write at all, but rather to talk into a tape recorder about what you would say if you could write. Then you produce a transcript of those thoughts and use that transcript to form the basis for a written piece. You might be able to do a similar thing by free associating to a live person who would jot down notes on what you said.

A final way to help you get started each time you begin working during your scheduled writing time is suggested by Boice's studies. He suggests that at the start of each session, you begin by rewriting the last page of the previous session's output. This helps to re-establish the mind set you were in when you stopped the time before.

In summary, the biggest block to our writing and creativity may be the myths with which we have surrounded them. It appears that with a little psychology, many of those blocks can be overcome and our output increased. This should be good news to all faculty members whose lament is "I never have time to write or think!"

Marilla D. Svinicki
The Center for Teaching Effectiveness
The University of Texas at Austin

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For further information, contact the author at the Center, MAI 2200, The University of Texas at Austin, Austin, TX 78712.

Suanne D. Roueche, Editor
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Pink and Blue

The Student Advisory Committee are asking for help in surveying the considerable student population, this time in a brief, one-page questionnaire that asks for opinion on three items, as seen to the right.

There will be a blue form for ELT/ESL students which is a more simplified version of this form. There will be a pink form for everyone else.

Cheryl Jibodh will undertake to distribute the blue forms and instructors from all other divisions (non-ELT) are asked to help out if they can by taking enough pink forms for their students/classes.

This is not a lengthy or complicated form, and SAC appreciates very much the help instructors are able to give. Without the help of instructors, a good representative response would be very difficult to achieve, given the diversity of campus programming.

A box will be available to ELT instructors in the work room. A box for all others will be placed in the foyer next to the mailboxes on the 4th floor. We would appreciate having all your responses back by Friday, March 20 for tabulation. THANK YOU!!

Pink forms are available in the 4th floor foyer next to the box. Blue forms are available from Cheryl Jibodh.

VCC-KEC Student Advisory Committee Survey

Your KEC Student Advisory Committee would like your opinion about the subjects: 1) the smoking/non-smoking issue at KEC, 2) TV in the cafeteria, and 3) the need for an exercise program. Would you please take a moment to respond to these items.

1) Under the new Vancouver City bylaw amendments concerning smoking in public facilities, KEC has two alternatives: a) smoking areas designated or b) no smoking anywhere. Which do you prefer to have?

- | | | |
|--|------------------------------|-----------------------------|
| 1a) KEC should have <u>smoking in designated areas</u> | YES <input type="checkbox"/> | NO <input type="checkbox"/> |
| 1b) KEC should be designated as <u>non-smoking</u> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1c) The <u>cafeteria</u> should be a <u>non-smoking area</u> | <input type="checkbox"/> | <input type="checkbox"/> |

2) Some students at KEC have asked for a big screen TV in the cafeteria, with sound, for special events and superchannel movies. What is your opinion?

- | | | |
|--|------------------------------|-----------------------------|
| 2a) The cafeteria should have big screen TV with sound | YES <input type="checkbox"/> | NO <input type="checkbox"/> |
|--|------------------------------|-----------------------------|

3) Some students at KEC have asked for an exercise program. What do you want?

- | | | |
|---|------------------------------|-----------------------------|
| 3a) Would you participate in an exercise program? | YES <input type="checkbox"/> | NO <input type="checkbox"/> |
| 3b) Would you participate daily? | <input type="checkbox"/> | <input type="checkbox"/> |

If "NO", then how often? _____
If "YES", then at what time(s)? Circle MORNINGS AFTERNOONS EVENINGS

3c) Would you like an aerobics program?
If "NO", then what kind? _____

Name of program in which you are enrolled _____

Grant Kelly

K.E.C. FACULTY/STAFF ACTIVITIES

Don Keyes	Review instructional software.	Mar. 09-13
Susan Atherton	TESL Canada Conference.	Mar. 12
R.F. Cunningham	Attend TEAL/TESOL Conference.	Mar. 12
Lilly Der	TESL Canada Symposium.	Mar. 12
Cammi MacKinlay	Attend and act as chairman of the Literacy Symposium at TESL Canada '87.	Mar. 12
David Smith	TESL Conference - editing news bulletins.	Mar. 12
Alison Norman	Attend TESL Canada Conference.	Mar. 12
Irene K. Strong	Attend symposium "English in the Workplace".	Mar. 12
Jack Whelen	Attend and participate in TESL Conference.	Mar. 12
John Kostoff	Take course in Basic Computer Programming.	Mar. 19-25
Mary Waddington	Adult Literacy Consultation.	Mar. 24

M. Redman

TELEVISION COVERAGE

Two camera crews have been on campus already this week.

CTV News filmed Evelyn Buriak on the topic of student aid on Tuesday. A snippet was shown on the evening news on that day.

CBC French network filmed Barbara Gerber and Vinit Khosla's classes and interviewed Cheryl Jibodh, as part of Multicultural Week, on Wednesday morning.

Each filming was done with the minimum of notice.

R.F. Cunningham

AT THE LIBRARY

Last year, we asked Faculty, Administration and Continuing Education to sign up for the routing of periodicals, serials, and magazines which may have been relevant to course work or contribute to work on campus. The response was overwhelming. We have attempted to meet your requests by routing the periodicals requested. However, you, the users, have not been returning the materials to the library. We know that somewhere out there in piles on desks and in-baskets; there are over 250 magazines outstanding. Consider this a first reminder to return those materials pronto, or the whole system suffers.

BOOKSTORE SALE

In honour of St. Patrick's Day, we're having a gigantic sale!

From March 16th to March 20th only come and pick up a bargain -

- ALL Greeting cards (even St. Patrick's and Easter) 30% off price marked
- Gift wrap and bows 50% off
- Calculators in stock 10% off
(and a further 10% staff discount)
- Paperback novels and magazines 10% off

- Watch for the green tag on clothing, giftware, etc.... all green tags will indicate 50% off lowest marked price. It's our St. Patrick's Day gift to you!

Karen Kelly



CITY OF VANCOUVER **NOTICE** **INFORMAL MEETING** WITH **MAYOR CAMPBELL AND ALDERMEN**

The Mayor and Aldermen of the City of Vancouver invite citizens of the Mt. Pleasant area to join them for coffee:

Thursday, March 12, 1987
Vancouver City Hall
No. 3 Committee Room
453 West 12th Avenue Vancouver, B.C.
7:00 p.m.

This is one of a series of community forums initiated by the Mayor and City Council to enable citizens to meet informally with their elected representatives to discuss issues affecting their areas.

Gordon Campbell
MAYOR

POSITION OPENINGS

V.C.C./K.E.C. requires a Clerk Typist II - Music Department. Closing date for applications is March 11, 1987.

V.C.C./V.V.I. requires a Part-Time Instructional Assistant I - Computer Systems Technology Program. (This is a temporary position - appointment date to April 9, May 1 - August 15 and again from September 1 - December 31, 1987.) Closing date for applications is March 13, 1987.

V.C.C./K.E.C. requires a Manager - Assessment Services. Closing date for applications is March 27, 1987.

Yukon Public Service Commission requires a Registrar - Department of Education. Closing date for applications is April 4, 1987.

TO KING EDWARD CAMPUS

There will be an information meeting at 5:30 P.M. on Thursday, March 19 in room 4043 with Mr. Mark Rittenberg for all those interested in the possibility of pursuing a Master of Education Degree in Creative Arts in Learning from Lesley College Graduate School, Cambridge, Mass. The courses would be offered in Vancouver at VCC by Lesley College faculty, but the degree would be issued in the U.S.A.

New Books

Quite a few GED study materials, by Contemporary and Gruber's
A Loss for Words - the Story of Deafness in a Family
Mammals of the Canadian Wild
Osteoporosis: Brittle Bones and the Calcium Crisis
Our Land: Native Rights in Canada
Stepmothers. Exploring the Myth

Many thanks to Olga Kwas and the Pharmacy Assistant students who counted the vitamins, pills and lozenges that went into the jar for our Open House contest. The winner is: Lilly Praywara of the Music Department, who guessed: 5,726. The correct number was: 5,769, and nobody guessed that, exactly. Lilly's prize was - fresh Multivitamins.

Susan Weber

Vacation

The Building Services Manager will be on vacation from March 16 - 20. All matters are to be referred to S.P. Girvan.

