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VVINSIDER: VOLUME 5: NUMBER 22: OCTOBER 02, 1987
VUC-VANCUUVER VUCATIONAL INSTITUTE

LIBRARY

OCT 1 3 1987

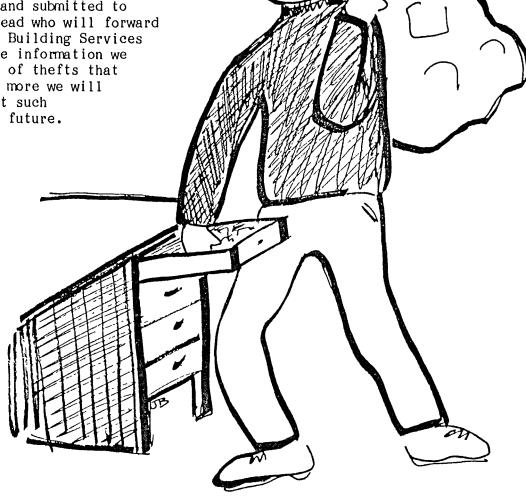
PETTY THEFT

Petty theft on campus is on the increase but we can prevent or reduce the incidence of it through our diligence and attention. Crime needs opportunity in order to occur so if you remove the opportunity you prevent the crime. If you have valuables leave them at home or at best do not display them where others might see and be intrigued by them. No one can be tempted to take

something they can not see. It also goes without saying that if you do have valuables on campus, be sure to lock them up if you must leave them anywhere.

If you do become a victim of a theft we need your help. Every incident must be recorded and submitted to your department head who will forward the report to the Building Services Manager. The more information we have on the kinds of thefts that are occuring, the more we will be able to prevent such happenings in the future.

Lorna Guenard



MANCOUVER COMMUNITY COLLEGE

Vancouver Vocational Institute

HOW DO YOU MOTIVATE PEOPLE...

G. Ferron

... TO DO A BETTER JOB? The answer, say motivational experts, is by fulfilling these five needs:

Economic Security

Workers should feel that their time and effort will be fairly rewarded.

Emotional Security

Management must create a climate in which employees "trust" their superiors, and feel that their jobs contribute to a worthwhile goal.

Recognition

Employees should feel that good work will be appreciated and praised.

Self-Expression

We live in a democracy, and none of us should feel that we surrender that heritage when we enter our place of employment. Employees should have the right to communicate ideas, suggestions, fears, and opinions to their superiors without fear of retribution.

Self-Respect

This is simply the need to be treated as an individual, as a human being - not a statistic.

HEALTH NEWS

Pat Smith

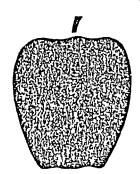
The follwing is an interesting tidbit from RN Magazine, August Issue: Links between diet and bowel cancer.

People who develop colorectal cancer eat more beef and fat than those who are free of the disease. This finding, part of a large-scale study of bowel cancer, has led Australian researchers to suggest that dietarv factors contribute colorectal cancer. In another finding, the study links beer drinking to an increased risk of rectal cancer.





Continuing Education



KEEPING YOU IN MIND!

Our ADULT LEARNING OPPORTUNITIES course directory has been delivered to every home. To make registering easier this week you can

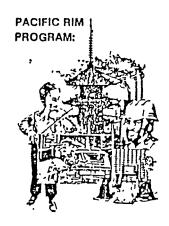
REGISTER AT OAKRIDGE

41st and Cambie

Sat., Sept. 12th 9.30 a m.-5 00 p m. Sun., Sept. 13th 12 noon-5.00 p m.

- · We will be located near Woodward's Mall entrance
- Counsellors will be on hand to help you choose courses
- · Cash, cheque or VISA accepted

for more information call 875-8200.



JOIN OUR STUDENT TOUR Aug. 29th to Dec. 18th 1988

You can earn up to ONE SEMESTER OF COL-LEGE CREDIT with 14 weeks of study at accredited universities in:

- THE PHILIPPINES
- THAILAND
- MACAU/HONG KONG
- · KOREA

TUITION, TRANSPORTATION, ACCOMMODATION AND MEALS \$7,500. For further Information and an application contact the PACIFIC RIM PROGRAM at Langara Campus, 100 West 49th Ave. or phone 324-5262.

TO ALL HEALTH CARE FIELD WORKERS

(Homemakers, Long Term Care Aides, Nursing Staff, etc.)

Vancouver Community College will be offering a part-time, ten week course of 3 hours/night, focusing on the care of the terminally III.

Start Date:

Wednesday, Sept. 16, 1987

(V.V.I. - 250 W. Pender St.)

Time:

6.30-9:30 p m.

Course Cost: \$110.00

For registration information, Phone: 875-6111, Local 448

Vancouver Vocational Institute



LOST AND LONELY MAGAZINES

PLEASE return routed magazines as soon as possible. We often have students and/or staff waiting for the latest issue of a magazine to be placed on display in the library.

We have discovered that in some instances routed magazines never make it back to the library! Back issues are retained for all titles subscribed to through the library. It is very important that they be returned (and promptly) to provide access to the greatest number of library users. Your cooperation is essential to maintain the periodicals collection.

ENTERTAINMENT '88 BOOKS!

V.C.C. Educational Foundation, Langara Campus is selling Entertainment '88 Books. The cost is \$40.00.

The books are selling fast so get yours now by calling Shelagh Brennan at 324-5244.

Thanks for your support!



Central Administration

- King Edward Campus (1) Vancouver Vocational Institute
- [] Langara Campus
- 17 Continuing Education

1987 September 11

Date

ALL V.V.I. EMPLOYEES TO

From

H.W. Rerup, Principal

REMOVAL OF COLLEGE PROPERTY FROM CAMPUS Subject

In order to prevent the embarrassment of falsely accusing someone, whether a student or employee, of theft (the unauthorized removal of College property from the VI), please be reminded that VI Policy and Procedure #5.4.2.3 is still in effect and must be achered to (see enclosed). This applies equally to everyone removing items from the campus.

Purchased items obtained in any of the VVI sales outlets must be accompanied by a sales slip. Surplus items donated to employees, students or others must be accompanied by a written authorization for removal.

I would further remind you that Department Heads and Administrators, who authorize the loan of College equipment to employees and students, must maintain a check system to ensure the timely return of borrowed equipment.

VANCOUVER CONTROLLY COLLEGE PULICY AND PROCEDURES HANUAL Policy No. Issue Date: Amendment: 5 4 2.3 Hay 26, 1979 Original Campus Hanagement

litie:

Emmiltee Y.V.1. - REHOVAL OF EURITICAL FAMILALS, AND SUFFLIES ALL V.V.1. Employees

Concerning Campus Principal

Approval: College Principa in, Approval:

POLICY:

- College property shall not be removed from the premises of the Y.V.I. unless the person removing same has written authorization to do so or is in possession of a bill of sale.
- A.2 The loan of college equipment shall be discouraged lf special circumstances exist, such loans may be permitted on a short-term basis if authorized by the Department Head.
- College property above the value of \$1,000 may only be removed on a loan basis with the written approval of an administrator.
- All persons authorizing the loan of equipment for use off the premises shall be deemed responsible for the return of same within a specified time period.

PROCEDURES:

- The employee requesting short-term loan of equipment shall obtain written approval from his Department Head. When challenged by security or others, the employee shall present the authorization, the authorization shall contain a description of the equipment, College inventory number, department to which it belongs, the date of loan as well as expected return, the employee's name and signature and the authorizing person's name and signature. The lending department shall maintain a record of the loan.
- When the employee returns the borrowed equipment he/she shall ensure that the return is communicated to the authorizing person.

VANCOUVER COMMUNITY COLLEGE POLICY & PROCEDURES MANUAL Policy No.: 5.4.1.3 Issue Date: 1978 09 01

Amendment: No. 2 (1984 02 15)

Source: Campus Management Committee
Title: V.V.I. - TEXTBOOK AND RELATED
LEARNING MATERIALS FOR RE-SALE

Concerning: All Instructional Staff

Campus Principal

Approval: College President

Approval:

DEFINITIONS

Request For First Order: A form indicating the title, author, publisher, I.S.B.N.

number and the required number of textbooks.

Rush Request: A written request from a Department Head to use air

freight. A rush request is usually used when textbooks are

required within 10 days.

Return Date: Last day that a publisher will accept returns for a

particular order of textbooks.

Forecast Sheet: A list containing current textbooks and supply items for

each course.

POLICY:

- A.1 The V.V.I. Bookstore ("Bookstore") has, for re-sale purposes, the sole responsibility to purchase and inventory textbooks, workbooks, related learning materials and supplies.
- A.2 A dookstore Forecast Sheet ("Forecast") shall be initiated by the Bookstore Manager ("Manager") for recording of current textbooks, workbooks, related learning materials and supplies ("Materials"). This Forecast shall be forwarded to the appropriate V.V.I. Department Head for approval of quantity and material.
- A.3 V.V.I. Department Heads shall be responsible for initiating requests for new materials to be used by the department, using a Request For First Order Sheet ("Request"), and forwarding these requests to the 'anager.
- A.4 All non-V.V.I. organizations conducting learning activities on the V.V.I. Campus will designate a "Department Head" to the Dean of Administrative and Student Services ("Dean") or his delegate and the 'Manager. The non-V.V.I. Department Head will then be responsible for adhering to this Policy.

VANCOUVER CUMMUNITY COLLEGE POLICY & PROCEDURES MANUAL

Policy No.: 5.4.1.3

Title: V.V.I. - TEXTBOOK AND RELATED LEARNING MATERIALS FOR RE-SALE

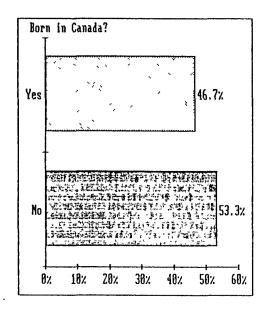
Page: Two

A.5 The Manager, upon receipt of a request, will purchase, inventory, and make available for sale the required merchandise. Any disagreement between the Manager and a Department relative to the above process will be adjudicated by the Dean or his delegate.

- A.6 When "rush" requests occur, any additional transportation costs (beyond the normal transportation costs) will be charged to the requested Department.
- A.7 Upon receipt of a request, the Manager will inform the Department Head by memo of the final date for a "no cost" return to the supplier (if such a date exists). The Manager will facilitate the process by informing the Department Heads, on a quarterly basis, of the inventory which is predicted to be surplus after the return date.
- A.8 If a request is changed by a Department Head after the order has been processed by the Manager, the Department's budget will be charged with the cost of returning the order or, in the case of non-returnable merchandise, the latter will be declared as unsold inventory upon arrival, and A.9 (below) will immediately apply.
- A.9 All merchandise remaining in the Bookstore inventory beyond the "no cost" return date will be defined as unsold. If this inventory is not sold on or before March 31 of the same fiscal year, the Manager and the Department Head will cooperatively determine the method and related costs to remove this inventory. If no decision can be attained, the Dean will make the final decision relative to removal method and associated cost.
- A.10 The Manager is responsible to meet with Department Heads on a quarterly basis. They will examine ordering schedules, inventory levels, return needs and sale prices.
- A.11 The Department Head is responsible for notifying the Manager about forthcoming textbooks and related learning material revisions and the disposition of the obsolete merchandise inventory as per A.9 (above).

VANCOUVER COMMUNITY COLLEGE

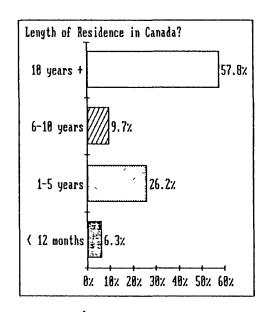
THE MULTICULTURAL COMPOSITION OF THE V.C.C. STUDENT POPULATION



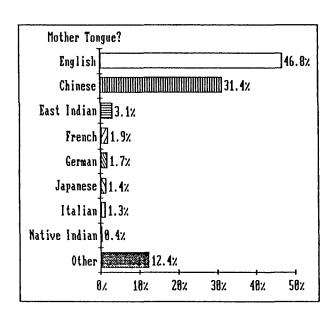
MOST V.C.C. STUDENTS ARE FIRST GENERATION CANADIANS

Source: 1983 VCC Student Census

Office of Institutional Research 87-09-23



ONE THIRD HAVE BEEN IN CANADA LESS THAN SIX YEARS



OVER HALF HAVE A FIRST LANGUAGE, WHEN BORN, OTHER THAN ENGLISH

INTERNATIONAL EDUCATION BULLETIN

Japanese Go Abroad To Study

The strong Japanese yen is an important factor in the present "study-abroad" boom in Japan. In addition, there are changes in the traditional employment market in that many companies now offer incentives for young people to gain some overseas experience.

In the seventies, most Japanese students travelling abroad for study; did so in groups; stayed for a few weeks only; and studied English.

Today, most students are still interested primarily in English; they apply to overseas schools individually but stay longer, usually for two terms. There is also a noticeable increase in students seeking baccalaureate or associate degrees. An additional trend involves young career-oriented women who go overseas after quitting their jobs to do so.

CENTRE FOR INTERNATIONAL CULTURAL STUDENTS AND EDUCATION

Based in Tokyo, the four-year-old centre provides counselling and referral services to students intending to go overseas. Approximately 5,000 students per year are referred to universities, junior and community colleges and other institutes in Australia, Canada, England, Scotland and the U.S.A. The Centre thus serves about one-third of all Japanese students destined for overseas. Students are charged a fee of 50,000 yen (about \$500) for referrals and assistance with the processing of necessary documents.

A representative of the Centre visited VCC in April 1987. A quarterly publication "Study Abroad Journal", lists VCC and its programs with approximately twenty other Canadian institutions. Approximately five students have been referred to VCC to date.

China Exchange Program

Brian Pendleton, Langara Campus, accompanied five students to Beijing, in August. Brian Wolfe, Pauline Sheppard, Brent Crane, Mark Levitz and Kathleen McDonald will study Chinese language and culture at North China University of Technology for the next two terms.

This is the second class of VCC students to go to China for an exchange program. Two students from North China University of Technology are completing their programs at VCC and will be returning to Beijing shortly.

Lebanese Students at VCC

Eight students sponsored by the Hariri Foundation have studied at VCC since 1986. Three students are enrolled in the Computer Programming Certificate Program at VVI; four students are in the Computer Information Systems Diploma Program at Langara; and one student is in a special Business Administration Program at Langara. All students are expected to complete their their studies at VCC in 1988.

Your Contributions

Please contact Jindra Repa at Central Administration with your comments and suggestions regarding this Bulletin.



MEMO

Central Administration	
King Edward Campus	
Vancouver Vocational	Institute
Langara Campus	
Continuing Education	

TO: Executive Committee Members

FROM: Paul Gallagher

DATE: September 22, 1987

Paul Gallayhu

SUBJECT: Committee on Innovation

You will recall that you recently endorsed the notion that I should establish an informal "committee on innovation" whose primary role would be to bring together people throughout the college interested in unusual, imaginative and/or innovative ideas about education that might have application within the college. Committee meetings — perhaps three or four per year — would be opportunities for such people to share their ideas and to establish linkages with colleagues they do not meet on a day—to—day basis. The results, after appropriate evaluation, could be the introduction of change that might otherwise not occur.

Because I am particularly interested in this aspect of our work, I am very pleased to set a first meeting of this committee on innovation for Tuesday, October 20, at 3:30 p.m. at the VVI (the room will be determined by the size of the group expressing interest). Light refreshment will be served.

May I impose upon you to bring this matter to the attention of colleagues at your earliest convenience and ask those interested to RSVP to Shirley Bell by Thursday, October 15. If there are people interested but unable to attend this first meeting, I would appreciate it if they would let Shirley know of their interest.

PG/pam

WHY DO INSTRUCTORS HAVE TO STRUGGLE TO HAVE MOTIVATED STUDENTS?

Patricia Morris

Facilitating motivation in students is like taking a car trip from Vancouver to Halifax; you can have all the money necessary, buy a new car, make plans well in advance, organize the needed supplies, make the proper reservations, and have everyone, including yourself ready to go, but if you lose the ignition key (or get a flat tire) you can't go anywhere. The point is that with student motivation, when one thing goes wrong the entire process may come to a complete standstill. The best lesson plans, the greatest materials, a highly motivated teacher, or the newest curriculum cannot guarantee that students will want to learn continuously. There are no miracle methods or universal answers to difficult motivational problems.

Instructors do not motivate students. In fact no one motivates anyone, people are responsible for their own motivation. People may not be motivated to learn, but they are motivated to do something. Human beings are engaged in their relationships with their environment from infancy onward. We are constantly constructing new meanings and interpretations from events in our environment. Maybe it is more accurate to say "This learner is not motivated to learn with me". Like every gardener knows, the climate has everything to do with what can and cannot grow. Instructors can make things stimulating and attractive. Instructors are salespeople saying "Learn it. It's worth it".

Instructors hopefully have curriculum development which has been planned and organized in a systematic fashion. Instructors can also plan and organize motivational strategies within their lesson plans throughout a course.

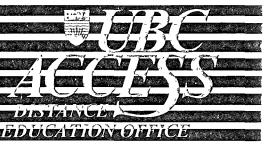
In the beginning of a course students require a positive attitude towards the instructor. After all, people don't appreciate presents from someone they don't like or respect. An instructor can introduce themselves and provide a short exercise to allow students to introduce themselves. Students need to feel safe and respected. One way the instructor can help is by giving a detailed overview of the course and involve the learners in the process by asking for feedback, expectations or suggested topics.

During the course students need to be actively involved with the material in order to be stimulated. By designing cooperative exercises the instructor can maximize cohesiveness in the group. The emotional climate within the classroom can be improved by learning exercises.

Towards the end of a course students need to feel that they have gained mastery and feel confident that they have the skills to find out things they don't know. Instructors who have throughout the course given consistent feedback regarding student mastery, progress and responsibility in learning will be able to review successes with their students.

Motivation is key to learning. Instructors can not take responsibility for making students motivated, however they can organize their classes to include motivational strategies. For further reading on the subject I recommend Raymond Wlodkowski's "Enhancing Adult Motivation to Learn and Motivation and Teaching" A Practical Guide".

-this Teaching and Learning Column will appear on a semi-regular basis in the VVInsider. Please send your teaching and learning comments and questions to Patricia Morris c/o of the VVInsider.



The University of British Columbia
Faculty of Education, Centre for the study of Curriculum & Instruction
in cooperation with
The B.C. Consortium for Research & Education in Open Learning

GRADUATE COURSE:

EDC1 508 (1.5): Theory and Practice of Distance Education

The course will introduce the field of distance education through a detailed and critical analysis of the theory, issues and practice of distance education. Emphasis will be placed on the applications of distance education at various levels, both in general and in specific institutions. Attention will also be paid to the processes of distance education and to its development in B.C. and in Canada.

TOPICS:

- Theory of distance education I
- Theory of distance education II
- Distance education for school age students
- Distance education in technical-vocational areas
- Distance education at the university level
- Use of communications technologies in distance education
- Instructional design for distance education
- Student support systems
- Distance education as an instrument of national development
- Distance education in Canada
- Distance education in B.C.
- Distance education and open learning
- Research issues in distance education

COURSE INSTRUCTOR: Dr. Ian Mugridge

Dean of the B.C. Open University, Dr. Mugridge is a distinguished teacher and author in distance education with extensive Canadian and international experience.

THIS IS A REGULAR GRADUATE LEVEL COURSE offered by UBC and is suitable for any program in CURRICULUM & INSTRUCTIONAL STUDIES at UBC. It may be acceptable for credit in graduate programs at other Universities.

FIRST MEETING: 7.00 p.m. Tuesday, October 6th, 1987 Room 201, Ponderosa F, UBC Campus

FOR FURTHER INFORMATION: Phone 228-2013
Distance Education Office

VANCOUVER COMMUNITY COLLEGE KING EDWARD CAMPUS requires a

COUNSELLOR

To become a member of the counselling team providing confidential counselling services to a diverse student body.

Qualifications:

The candidate must have a graduate degree at the master's level in counselling psychology or its equivalent, and a minimum of three years of counselling or related experience, preferably in a comprehensive community college.

Expertise in interventions for test anxiety, math anxiety, and stress, as well as a speciality in psychological testing is highly desirable.

The successful applicant should also have a good working knowledge of the British Columbia public school system, the Social Service agencies, and other educational and vocational programs available in B.C.

A knowledge of and working experience with English-as-a second-language students and their problems is desirable. Contemporary vocational counselling experience, preferably in a post-secondary institution, is an asset.

Appointment:

This is a term appointment commencing as soon as possible, and ending July 31st. 1988, subject to renewal.

Salary:

Salary and fringe benefits are in accordance with the collective agreement with the VCC Vocational Instructors' Association.

Application:

Apply in writing, by: October 13, 1927

Director of Human Resources Vancouver Community College Box 24700, Station 'C' Vancouver, B.C. V5T 4N4

V.C.C. CONTINUING EDUCATION DIVISION

is seeking

Part-time temporary instructors to teach in the following certificate programs

COUNSELLING SKILLS MANAGERS OF NON-PROFIT ORGANIZATIONS

These programs are designed for those working or wishing to work in the counselling or non-profit field who wish to upgrade their skills.

Content Areas Include:

Introductory counselling skills, community resources in the counselling field, individual counselling, group counselling, family counselling assessment and referral, financial management for non-profits, resource development/fundraising

Desired Qualifications:

- Bachelor's degree in a relevant discipline or extensive equivalent experience;
- Current working experience in a community and/or non-profit setting;
- Adult teaching experience is preferred but not essential as training will be provided

Please send a current resume by October 9th, 1987 to:

Vancouver Community College Personnel Department, Box 24700, Station 'C', 1155 East Broadway, Vancouver, B.C. V5T 4N4



INNOVATION ABSTRACTS NO. 17

Published by the National Institute for Staff and Organizational Development With support from the W. K. Kellogg Foundation and Sid W. Richardson Foundation

IN PRAISE OF EXHIBITS

Why don't we go all out for well-done and relevant exhibits, displays and skill demonstrations in our colleges? The need is clearly there. Around the country students are being criticized for lack of knowledge and general ignorance. Great ideas, events and personalities of the past go unappreciated. Most of us have heard about or experienced firsthand the disturbing educational inadequacies of students in general. On September 23, 1985, Newsweek magazine published a biting article by Jaime M. O'Neil in which he revealed the devastating results of a general knowledge test to his community college students. Some answers: Eisenhower was a president in the 17th century, Mussolini was Russian, Mark Twain invented the cotton gin, Christ was born in the 16th century, and Montreal is in Spain. We can lament such foolish responses and ignore the whole matter or make use of available exhibit space to help remedy the problem.

Exhibits are by no means a final answer, but they can accomplish part of the job. Not only would our students stand to gain, but the community at large could find well-done exhibits worth a trip to the campus. Hallways and open spaces are available for displays, models, wall hangings and exhibition cases

The means are readily at hand. There are many traveling exhibits and displays for loan. The visual and experiential world has moved to our doorstep. Sight and sound are combined as never before. At the same time models of things great and small abound. Polaroid is making remarkable full-sized reproductions of masterpieces. Laser beams and the psychedelic experience beckons. As for demonstrations, who doesn't want an opportunity to show off a skill, a novelty, an idea?

On walls, in corridors and around the campus, students could, for example: spin a large globe and find Angola, inspect a history time line, study enlarged photos from the Great Depression, see a loop video on a topic of their choice, appreciate a special holiday, watch a jeweler at his trade, look at a display of book jackets from the library, check on their health, listen to music or a voice from the past, review the daily news, fill out a form asking for special information, use a computer, get a print-out, try a new skill, observe models of nineteenth century inventions, admire American art, sign up for a club and make arrangements to exhibit their own accomplishments.

The start-up need not be fancy or expensive. Contacts can be made for exhibits and things can be acquired gradually. Storage space and security would be minor administrative factors. Perhaps a part-time curator could be found.

Exhibits can be made to fit into any theme or special event. They can also be used to introduce a theme. I could leave the matter there, but some things I can't resist suggesting.

- 1 a large, flat map of the world
- a time line
- 3. a large globe—placed in a corridor
- 4. a bench where skilled people can demonstrate their work
- 5. bookcases with new material, including donated magazines and books
- 6. display cases in every corridor

Cathedrals in the Middle Ages were meant to impress and inform people about events in Christianity. Now I suggest we start out on a similar venture in making available exhibits on the wonders of the world and achievements of humankind.

Ronald B. Jackson El Paso Community College

For further information, contact the author at El Paso Community College, P O. Box 20500, El Paso, Texas 79998.

