

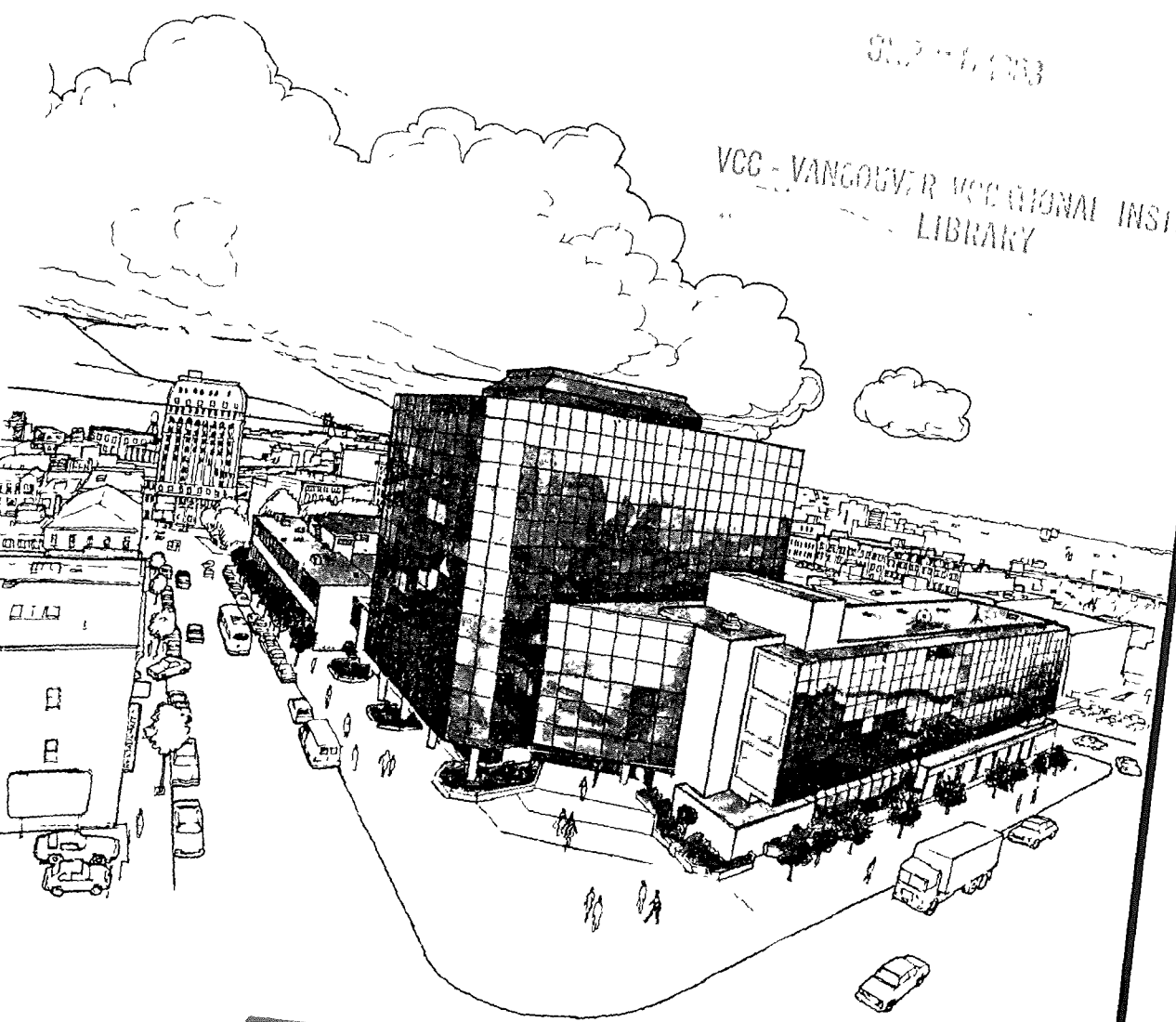
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NEWS & VIEWS

Vancouver Vocational Institute

SEP 11 1983

VCC - VANCOUVER VOCATIONAL INSTITUTE
LIBRARY



VCC

August 1983

THE VIA AWARDS

At its General Meeting on Thursday, June 23rd, the Vocational Instructor's Association (the VIA) held a ceremony to present achievement awards to KEC and VVI students. The VIA Achievement Awards were established in 1980 and are intended to honour the outstanding progress of individual students. Selection of the award recipients takes into account not only excellent academic performance and motor skills but also the students' attitudes to training, fellow students and instructors. Such facets of an individual's character as sociability, maturity and self-confidence are also taken into consideration.

Since the awards were established, the VIA has granted forty-nine \$250.00 scholarships and thirty-five Certificates of Merit. The certificates are awarded to those students not receiving cash awards but who nevertheless deserve special recognition.

The Master of Ceremonies, Hanneke Janssen, introduced the proceedings, the presenters and the award recipients. After providing a short history of the awards (paraphrased above), she introduced the guest speaker, a student who had received the award in February 1983 for her excellent progress in KEC's Homemaker and Advanced English programs; the presentation of the awards and a brief reception followed.

Appropriately, as the cover photograph demonstrates, the students receive their awards and congratulations from the individual instructors who nominated them.

The awards were presented as follows:

<u>May Yu</u>	Hearing Impaired Program, KEC; presented by her Instructor, Helen Chan.
<u>Ronald Becker</u>	College Foundations Program, KEC; presented by his Instructor, Cathy Tolsma
<u>Brian Stauffer</u>	Computer Electronics Program, VVI; presented by the Acting Department Head, Owen Jones.
<u>John Baird</u>	Accounting Program, VVI; presented by his Instructor, Jim Mitchell
<u>Raju Papaiya</u>	English Language Training, KEC; presented by his Instructor, Joyce MacFarlane
<u>Dan Gould</u>	Cook Training Program, VVI; presented by the Department Co-ordinator, R. Jolicoeur
<u>Berry Reid</u>	Welding Program, VVI; presented by the Department Head, Eric Sukkel

THE XEROX AWARDS

Xerox of Canada Inc. has donated three bursaries to the College. On 1983 06 15 the VVI Awards Committee recommended three Candidates to the Management Committee, which approved the dispensation of the \$125.00 awards as follows:

Julia Brewster
Computer Electronics

Geoff Rogers
Electronics Technician

James Ng
Electronics - Basic

The College extends its congratulations to the award recipients and wishes them continued success in their endeavours.

VCC EDUCATIONAL FOUNDATION

In a memo [dated 1983 07 29] to the VCC Community, Mr. Manera announces the incorporation and describes the structure of the VCC Educational Foundation:

"The VCC Educational Foundation's objective will be to raise funds for Vancouver Community College.

The initial group of directors is made up of the following persons:

John Pearkes, Art Lee, Elizabeth Jarvis, Peter Hebb, Max Fleming, and
Tony Manera

John Pearkes has been elected as President, Art Lee, Vice-President, Elizabeth Jarvis, Treasurer and Max Fleming, Secretary. It is expected that announcements of additional directors from the external community will soon be made.

Mr. Howard Naphtali has been appointed Executive Director of the foundation. He brings to the work of the Foundation an excellent background in fund raising as a result of his many years of service with the United Way. He will be working for the Foundation on a part-time basis, beginning 1983 August 22. His office will be located in the Central Administration Offices at the King Edward Campus.

The assistance and co-operation of all members of the College community will be essential if the Foundation is to be successful. I urge your support."

VCC LOTTERYJuly 20, 1983

Purpose: To raise funds for VCC Totem Conference teams. The College's budget can no longer meet the costs of Totem Conference participation. The lottery is intended to maintain participation for one year until other sources of revenue can be put in place.

Vehicle: Langara Athletic Association.

Basic Approval: In Principle by College Board, June 29, 1983.

Lottery: Sales and draws are scheduled August 22 through December 22, 1983.

Dates: Monday, August 22, 1983, grand kick-off, Langara Campus gymnasium, (as below). Tickets sold will accumulate in the draw, kick-off through Christmas.

Draws:

September Draw: Cutoff Date - September 22
Draw - September 28

October Draw: Cutoff Date - October 21
Draw - October 27

November Draw: Cutoff Date - November 22
Draw - November 28

December Draw: Cutoff Date - December 20
Draw - December 22

Christmas Bonus Draw - December 22

Tickets: 120,000 tickets will be printed. The ticket sales targets are well below the volume of tickets printed. For the record, break even will require the sale of 13,000 tickets. Proceeds from sales beyond 13,000 will go to Totem participation.

Price: \$1.00 per ticket. All tickets will be retained for each draw.

Prizes: Monthly draw - \$1,000 and four \$100 prizes
Christmas draw - \$2,000 and four \$500 prizes

Distribution: Twelve key distributors - to receive 10% commission (it is hoped that at least one "key" distributor will be located at each of KEC, VVI and Central Administration.

Sellers to receive one ticket for every ten sold.
Total commission = 20%

Outlets:

- KEC, VVI and Central Administration.
- Marketing and Sales students
- Phys.Ed. & Recreation volunteers
- Small Business program students
- Service Clubs
- Kiosk in the Main Lobby
- Langara Bookstore
- any other faculty, staff, students, volunteers

Licence: L. Fennema has completed the lottery application and received lottery licence #42685, confirmed by letter.

Publicity: L. Fennema will be the spokesperson for the lottery and will issue periodic press releases. D. McCallum will work through the sports writers. There will be advertisements in The Voice.

Draws: Special guests will be invited to make the draws.

Kick-off:

Date	-	Monday, August 22, 1983
Place	-	Langara Gymnasium
Time	-	10:00 a.m.
Guests	-	Sports people, Board members, VCC Division Chairmen and senior administrative personnel, the Minister of Labour, the Provincial Secretary, 2 MLA's, J. Fraser, Mayor Harcourt, Premier Bennett.

Refreshments - Tea, coffee and Danish

Bank Account: Canada Trust, Cambie and 41st.
Statements to Director of Financial Services.

Contacts:

Linda Fennema	-	324-5371
Ralph Kerr	-	324-5378
Bert Dartnell	-	324-5215
Jock Denholm	-	324-5266

NEW LIBRARY ACQUISITIONS

A Selected List of New Books

CANADIAN FAMILY LAW. M. C. Kronby. 1983.

Revised and updated, this indispensable, straightforward guide covers marriage and marriage contracts, separation, divorce, financial support, child custody, property rights, and other related topics.

KE 539.2 .K76

ELECTRONICS FOR COMMUNICATION. C. A. Brant. 1983.

Intended for technician instructional programs, this book presents an electronics theory, emphasizing communication devices and circuits.

TK 7816 .B73

FINDING A JOB. N. H. Azrin. 1982.

Job seekers using the "Job-Club" approach have found employment faster, more efficiently, and with a far higher success rate than those using more conventional methods.

HF 5383 .A97

FUNDAMENTALS OF TECHNICAL MATHEMATICS. A. D. Kramer. 1982.

The approach of this text stresses a working knowledge of mathematics and an application of mathematical ideas to technical and practical areas.

QA 39.2 .K687

GETTING BACK TO THE BASICS OF PUBLIC RELATIONS AND PUBLICITY. M. J. Culligan. 1982.

Cutting right through the complex theories and practices that have made modern business communications unnecessarily complicated and impersonal, this thoroughly practical book reveals the fundamental techniques that will serve anyone who has to get an idea across to a particular public.

HM 263 .C75

GRAPHICS POSTERS 83.

A selection of posters representing the work of hundreds of artists are collected in this outstanding work.

NC 1800 .G7

HANDBOOK OF ADVANCED ROBOTICS. E. L. Safford. 1982.

Here's your key to learning how today's sophisticated robot machines operate, how they are controlled, what they can do, and how you can put this modern technology to work in a variety of home, hobby, and commercial applications.

TJ 211 .S24

HANDBOOK OF CURRICULUM DESIGN FOR INDIVIDUALIZED INSTRUCTION. S. L, Drumheller. 1971.

This handbook attempts to present guidelines for designing and developing curriculum materials from rigorously defined behavioral objectives.

LB 1031 .D7

HEALTH AND CANADIAN SOCIETY. 1981.

For the first time, Canadian material has been assembled to provide the interested student with a substantive overview of health care and health care institutions in this country.

RA 395 .C3

HOW TO GET COLLEGE CREDIT FOR WHAT YOU HAVE LEARNED AS A HOME MAKER AND VOLUNTEER. R. B. Ekstrom. 1981.

This book is intended to help women who are thinking about entering or returning to college after spending several years as housewives and/or as volunteers in their communities.

LB 2359 .E46

IMPROVE YOUR MEMORY SKILLS. F. S. Bellezza. 1982.

Complete with numerous examples, this book presents specific memory, or "mnemonic," techniques you can use to help you remember large amounts of information for long periods of time.

BF 385 .B45

INTRODUCTION TO ELECTRICITY AND ELECTRONICS. A. Mottershead. 1982.

This book is written for first-year courses in an electricity/electronics program at a community college, vocational institute, or technical college.

TK 454 .M67

AN INTRODUCTION TO MICROCOMPUTERS. A. Osborne. 1982.

Microcomputers are destined to be ranked alongside automobiles and television sets as among the most significant inventions of the twentieth century. If you know little or nothing about computers of any kind, this book will get you started, whether you want to buy your own computer or simply learn how computers work and how they are built.

TK 7888.3 .082 V.0

THE LITTLE ENGLISH HANDBOOK FOR CANADIANS. J. B. Bell. 1982.

This handbook is designed to serve as a guide on basic matters of grammar, style, paragraphing, punctuation, and mechanics for those engaged in writing public prose. "Public prose" refers to that particular dialect of written English most commonly used in the newspapers, magazines and books that the majority of educated native speakers read.

PE 1408 .B47129

MARRIAGE AND FAMILY LAW IN BRITISH COLUMBIA. J. Auxier. 1982.

The latest Family Relations Act in British Columbia has had far reaching effects on many family relationships. This book explains the implications of the law in simple, everyday language.

LB 2359 .E46

MATH APPLICATIONS FOR TECHNICAL TRADES. R. H. Graham. 1983.

By providing carefully-sequenced problems in a context that is relevant to their needs and interests, this text ensures that students can attain an adequate mathematics background to succeed in a trade-oriented career.

TJ 1165 .G72

THE MODERN ART OF CHINESE COOKING. B. Tropp. 1982.

Over five years in preparation, this book will teach anyone--from the rank novice to the experienced professional--how to master the art of Chinese cooking.

TX 724.5 .C5 T685

THE SOUL OF A NEW MACHINE. T. Kidder. 1981.

A unique portrait of life and work behind the closed doors of American high-technology corporations, this book offers fascinating insights into the research and development process and the people dedicated to computer design.

TK 7885.4 .K53

THE WAY TO GO. E. Lerner. 1982.

This book is designed to give direction and encouragement to those interested in travel and leisure as a profession. It will equip you with a good understanding of the business, tell you how to enter any field, what skills are needed, what you can expect to earn, and what benefits could be received.

G 155.5 .L47

WORKLIFE TRANSITIONS. P. E. Barton. 1982.

Job and career changes, transfers, promotions, relocations, and other individual worklife transitions--along with the expansion or decline of businesses, organizations, even entire industries--all require new learning on our part. This book is the first of its kind to focus on learning during working life.

LC 5219 .B35

 VVI LIBRARY HOURS OF OPERATION: AN UPDATE

Monday through Thursday: 08:00-22:00 hours
 Friday: 08:00-17:00 hours
 Saturday: closed until September 4th, after this date the
 hours of operation will be 12:00-16:00 hours

VANCOUVER COMMUNITY COLLEGE
VANCOUVER VOCATIONAL INSTITUTE

JOB DESCRIPTION

FOR

DIVISION CHAIRMAN: SERVICE DIVISION

GENERAL STATEMENT

Division Chairmen are responsible for the coordination, supervision, and direction of both curriculum and instruction within their divisions, for establishing liaison between the faculty of their own division as well as to the Dean of Instruction, or his/her delegate, and hence to the Campus Principal.

Division Chairmen hold faculty positions and are therefore covered by the current Collective Agreement between the VCC and the Vocational Instructors' Association.

In setting down the duties and responsibilities it is not intended to establish a complete and definitive listing. The Division Chairman is expected to use his/her discretion and initiative to deal with situations as they arise and to assume other duties and responsibilities as assigned by the Dean and Campus Principal.

In order that the division will be covered during the twelve months of operation, the Division Chairman will ensure that someone will act in his/her capacity during any absence.

SPECIFIC RESPONSIBILITIES

The main duties and responsibilities of the Division Chairman fall within these general areas:

- A) Program Curriculum and instruction
- B) Faculty, staff and student relations
- C) Planning and development
- D) Administration

A. PROGRAM CURRICULUM AND INSTRUCTION

1. Organize, supervise, coordinate, and evaluate the programming effort in his/her division and recommend to the Dean of Instruction appropriate revisions.
2. Anticipate the need for changes in programs and related faculty changes, discuss these with the appropriate Department Heads and Coordinators II, initiate the required action.
3. Participate in the selection and recruitment of faculty and departmental supervisors.

4. Call, attend and assist the Program Advisory Committee as applicable to his division, in accordance with the guidelines for such committees.
5. Share with the Dean of Instruction responsibility for the supervision and evaluation of the level of instruction appropriate to the programs in his/her division.
6. Organize and assist in the operation of In-Service Training Programs for the instructional development of new and continuing faculty.
7. Encourage the effective use of instructional devices for instructional purposes and encourage responsible innovation and controlled experimentation in instructional methods and techniques within his/her department.
8. Be prepared to offer guidance and assistance to the Department Heads/Coordinators II in planning, operating, and guiding their departments/programs.

B. FACULTY, STAFF AND STUDENT RELATIONS

1. Take an active part in the recruitment of students for the College and in particular for specific programs and courses offered by his/her division.
2. Prepare copy for brochures and other printed matter for advertising purposes and the recruitment of students.
3. Convene regular meetings of the division's faculty members.
4. Assist in the resolution of problems and issues arising between an instructor and his/her students, or between other faculty members, when such assistance is requested by the Department Head, Coordinator II, Dean of Instruction, or Campus Principal.
5. Provide guidance and assistance to those faculty without previous instructional experience regarding instruction and course planning.
6. Be responsible for and maintain liaison with government, industry and commerce as well as other educational institutions.
7. Initiate and consolidate efforts and maintain and improve the adequacy of buildings, rooms, equipment, stores, and all other appurtenances to instructional programs as they relate to the division.

C. PLANNING AND DEVELOPMENT

1. Maintain liaison with educational institutions, industry, commerce and government.
2. Assist the Dean of Instruction in the coordinated administration of programs of professional growth.
3. Actively participate, in concert with external agencies and the instructional departments, in promoting graduate placements.

4. Institute action to maintain and improve the adequacy of buildings, rooms, equipment, stores, and all other appurtenances to the instructional program as they relate to his/ her department.
5. Help advise and assist in program facilities and planning.
6. New program concepts developed.
7. Program, course and curriculum development initiated externally and internally.

D. ADMINISTRATION

1. Be responsible for, in cooperation with the departments, all annual departmental, Capital and Replacement Lists.
2. Aid in the preparation of, and coordinate requests for texts, periodicals, and other study materials related to the curriculum of his/her division.
3. Coordinate necessary reports relative to annual vacation, leaves, accident reports, training schedules, and external publications.
4. Review all supply requisitions and purchase orders.
5. Prepare annually and submit to the Dean of Instruction each January, a brief statement or report dealing with the growth, development, activities, and future of the division.
6. Be involved in all budgetary matters in his/her division.
7. Be involved with the development of duties and responsibilities of support staff.
8. Be involved with the evaluation of Department Heads/Coordinators II.

DESIRABLE QUALIFICATIONS

1. The ability to provide leadership in their respective divisions.
2. Such academic training and/or qualifications as are appropriate to the division concerned.
3. Instructional experience at the College level and a supervisory/management background.

APPOINTMENT

The term of appointment is for a one-year probationary period (1984 April 1 to 1985 March 31). Upon successful completion of the probationary period, on recommendation of the Campus Principal, the appointee would be confirmed for an additional three-year period.(1985 April 1 to 1987 March 31).

SALARY

As per the Collective Agreement.

ALLOWANCE

As per the Collective Agreement.

CLOSING DATE

The closing date for this position is 1983 December 31.

Completed applications, including an appropriate resume, should be submitted to:

THE PERSONNEL DEPARTMENT
VANCOUVER COMMUNITY COLLEGE
P. O. BOX 24700 STATION 'C'
1155 East Broadway
Vancouver, B.C. V5T 2N4

no later than 1983 December 31.

VANCOUVER COMMUNITY COLLEGE

VANCOUVER VOCATIONAL INSTITUTE

JOB DESCRIPTION

FOR

DIVISION CHAIRMAN: INDUSTRIAL DIVISION

The GENERAL STATEMENT for this position is identical with that for the Service Division Chairman. The only differences are in the dates of appointment and the closing dates, as reflected below:

APPOINTMENT

The term of appointment is for a one-year probationary period (1984 01 01 - 1984 12 31). Upon successful completion of the probationary period, on recommendation of the Campus Principal, the appointee would be confirmed for an additional three-year period (1985 01 01 - 1987 12 31).

CLOSING DATE

The closing date for this position is 1983 September 30.

Completed applications, including an appropriate resume, should be submitted to:

THE PERSONNEL DEPARTMENT
VANCOUVER COMMUNITY COLLEGE
CENTRAL ADMINISTRATION
5th FLOOR, 1155 E. BROADWAY
BOX 24700 STATION "C"
VANCOUVER, B.C. V5T 4N4

no later than 1983 09 30.

OPPORTUNITY AVAILABLE - IN INDONESIA

Canedcom International of Toronto, Ontario, has asked V.C.C. to identify up to six (6) individuals who may be interested in becoming consultants in Medan, Indonesia.

The six positions are:

- 1.0 Senior expert in vocational and technical education, to act as a team leader of the consultants to be provided under the project.
- 2.0 Expert in Educational Administration with experience in institutional planning and management.
- 3.0 Technical education specialist in the area of Industrial Electronics.
- 4.0 Technical education specialist in the area of Mechanical Maintenance and Repair.
- 5.0 Technical education specialist in the area of Sanitary Installations and Sheet Metal Working.
- 6.0 Instructional Resources Development Specialist with expertise in instructional materials, including text book preparation and printing.

Job descriptions for these positions have already been circulated on campus. If you are interested, please call Dr. Lawrence Fast (Langara Dean of Instruction) immediately.

His number is 324-3882.

GETTING OLD REVISITED

A number of months ago, NEWS & VIEWS ran a condensed version of an "article" entitled "YOU KNOW YOU'RE GETTING OLD WHEN . . ." Since a staff member has submitted a more complete version, and since it was so well-received when previously printed, it merits reprinting in its entirety.

Everything works and what doesn't hurt doesn't work.
 Your knees buckle and your belt won't.
 You sit down in a rocking chair and can't get it started.
 You regret all those times you resisted temptation.
 You order geritol-on-the rocks at the bar.
 You think "Gay" means "happy, lively and vivacious."
 You look forward to spending a quiet evening at home.
 Your back goes out more often than you do.
 You know all the answers but nobody asks you the questions.
 The last president you enjoyed voting for was Teddy Roosevelt.
 You turned 39 before Jack Benny.
 Your little black book has only names ending in M.D.
 You need oxygen after blowing out your birthday candles.
 Your mind makes arrangements your body can't keep.
 You start eating bran flakes and prune juice for breakfast.
 You remember today that yesterday was your birthday.
 You get worn out dialing long distance.
 You buy a health club membership and don't go.
 You have more hair on your chest than your head.
 You can't just seem to get around to procrastinating.
 Your favourite newspaper column is "25 years ago today."
 You don't need an alarm clock to get up at 06:00 hours.
 You need a fire permit to light all the candles on your birthday cake.
 A fortune teller wants to read your face.
 It takes you an hour to undress and another hour to remember why.
 After painting the town red, you have to wait a long time before applying a second coat.
 You burn the midnight oil by 21:00 hours.
 You get your exercise being a pall bearer for your friends who exercised.
 You feel like the morning after and you haven't been anywhere.
 Anything under a quarter isn't worth bending over to pick up.
 Your pacemaker opens the garage door when you see a sexy girl go by.
 The little old lady you helped across the street is your wife.
 You get winded playing checkers.
 You sink your teeth into a thick, juicy steak and they stay there.
 The only whistles you get are from the teakettle.
 Your favourite TV personalities are Sid Ceaser, Milton Berle and Lucille Ball.
 You need a smaller house with a larger medicine closet.
 Work becomes more fun and fun becomes more work.
 The best part of your day is over when the alarm goes off.
 Your children begin to look middle aged.
 You think you are being complimented when you are called a "square."
 The gleam in your eyes is the sun reflecting off your bifocals.
 You stop to think and sometimes forget to start again.
 A dripping faucet causes an uncontrollable bladder urge.
 You finally get to the top of the ladder, but it's leaning against the wrong wall.

UBC FALL SCHEDULE: COURSES IN HIGHER EDUCATION

During the Fall session, 1983-84, U.B.C. plans to offer the following courses through the Division of Higher Education:

- HIGHER EDUCATION 508 (3 units): Organization and Administration of Higher Education. Instructor: Dr. John H. Andrews. Mondays, 4:30-7:00 pm. Scarfe 210. The first class meets Monday, September 12th.
- HIGHER EDUCATION 559 (1.5 units): Administration of Post-Secondary Institutions. Instructor: Dr. John H. Andrews. Second Term Course, time and place to be announced.
- HIGHER EDUCATION 561 (1.5 units): Introduction to Institutional Research. Instructor: Dr. John Chase. Thursdays, 4:30-7:00 pm. Scarfe 210. First Term Course, beginning Thursday, September 15th.
- HIGHER EDUCATION 565 (1.5 units): Human Resources in Higher Education. Instructor: Dr. John H. Andrews. Wednesdays, 4:30-7:00 pm. Scarfe 1023. First Term Course, beginning Wednesday, September 14th.
- HIGHER EDUCATION 569 (3 units): The Community College. Instructor: Dr. John D. Dennison. Wednesdays, 4:30-7:00 pm. Scarfe 210. Begins Wednesday, September 14th.
- HIGHER EDUCATION 590 (3 units): Current Developments in Higher Education. Instructor: Dr. John D. Dennison. Tuesdays, 4:30-7:00 pm. Scarfe 210. Begins Tuesday, September 13th.
- HIGHER EDUCATION 590 (3 units): Institutional Research II. Instructor: Dr. John Chase. Thursdays, 4:30-7:00 pm. Scarfe 210. Second Term Course, beginning Thursday, January 5th.

INSTRUCTIONAL DEVELOPMENT & SKILLS

The Centre for Continuing Education at the University of British Columbia has provided the Fall schedule of Instructional Development Courses. A minimum of 12 participants will be required to conduct these courses. To pre-register call Laura Ware at 222-5220.

Instructional Development 102, "The Elements of Instruction," (#3483) will be offered at VVI from 1983 09 13 through 1983 12 01 on Tuesday and Thursday evenings from 16:00-18:30 hours. Instructor: Mr. David Little. Room # 624 (6th floor of the Tower). Fee: \$101.00. Registration closes on 1983 09 09.

Instructional Development 102, "The Elements of Instruction," (#3486) will be offered at PVI (3600 Willingdon, Bby) from 1983 09 26 through 1983 10 17 on weekday mornings from 08:00-12:00 hours. Instructor: Ms. Barbara Mitchell. Room # tba (Inglis Building). Fee: \$101.00. Registration closes on 1983 09 19.

Instructional Development 103, "Design and Use of Instructional Media," (#3487) will be offered at PVI (3600 Willingdon, Bby) from 1983 10 21 through 1983 11 26 on Friday evenings from 16:00-22:00 hours and Saturday mornings from 09:00-16:00 hours. Instructor: Mr. Kerry Elfstrom. Room # tba (Inglis Building). Fee: \$126.00. Registration closes on 1983 10 10.

Instructional Development 104 "Evaluation of Learning and Instruction," (#3488), will be offered at VVI from 1984 01 17 through 1984 02 23 on Tuesday and Thursday evenings from 16:00-18:30 hours. Instructor: Mr. Brian Thom. Room # 229 (in the old Building). Fee: \$77.00. Registration closes on 1984 01 09.

INSTRUCTIONAL SKILLS WORKSHOPS-TENTATIVE AUGUST TO DECEMBER SCHEDULE

[I.D. 101]

<u>NUMBER</u>	<u>DAYS</u>	<u>DATES</u>	<u>TIME</u>
83 - 11	TUE/THUR	SEPT 6, 8, 13, 15, 20, 22	15:30 - 21:00
83 - 12	TUE/THUR	OCT 11, 13, 18, 20, 25, 27	09:30 - 14:30
83 - 13	MONDAY	OCT 17, 24, 31, NOV 7, 14, 21	16:30 - 21:30

More workshops will be scheduled after facilitator vacations.

If you are a VVI employee and need to complete the requirements for I.D. 101 or want to sharpen up your instructional skills, you may sign up by phoning either David Tickner (local 382) or Karl Gregg (local 376) in the Program Development Department (Room 236).

On the following pages are some "Words of Advice" which anyone involved in the instructional process may find interesting. Also, the application form for the I.D. Program is included. If you have any questions about this material, please contact either your Department Head or the Dean of Instruction.

TIPS FOR INSTRUCTING PART-TIME ADULT STUDENTS

1.0 THE INTRODUCTION STAGE

Many adults are bashful about their reasons for attending classes, but each may have private hopes, desires, needs and purposes. Try to help them feel at ease. Perhaps the following suggestions will be helpful to you -- they've worked in other groups:

- Encourage each class member to become acquainted with the others.
- Be sure that everyone feels that he or she belongs.
- Be informal, friendly, and personal -- without affronting anyone's sense of dignity.
- Encourage everyone to share in group activities.
- Help everyone feel that their own opinions and thoughts are important.
- Let the program grow with and from the group.
- Remember that you, too, are a member of your group.

2.0 THE INSTRUCTING STAGE

- A good instructor talks clearly and slowly; uses large, clear writing and pictures; makes individual adjustments for those who may have difficulty seeing or hearing.
- Since adults dislike "busy work", a good instructor devises ways of varying practice drills when skill courses require them.
- The adult's desire to learn demands a business-like approach so a good instructor must have a well-organized presentation. He/she cannot waste time or be slipshod.
- A good instructor presents the course in many short units rather than a few long ones. This gives the students a feeling of progress and attainment.
- A good instructor helps the class members understand that, so far as possible, each one will proceed at his/her own speed of learning.
- A good instructor never hurries those who are learning complicated manual movements. Use the breakdown approach, and introduce the next operation only after the first is mastered.
- The slowdown in physical ability means shorter lesson assignments and more time for the average lesson in those skills involving muscle movement.
- A good instructor uses every opportunity to praise good work and minimize faults or mistakes. Accent the positive.

2.0 AN INSTRUCTOR'S SELF-EVALUATION

CHECK YOURSELF

How do you think you measure up to the many-faceted challenges of teaching adults? Here's a checklist you might want to use -- or adapt -- to help you rate yourself, much as you might rate a student whom you were helping.

	<u>FEEL COMPETENT</u>	<u>COULD USE HELP</u>	<u>WONDER HOW CLASS SEES ME</u>
Do I really enjoy working with adults and helping them learn?	_____	_____	_____
Have I studied and reflected on the need for adult education?	_____	_____	_____
Am I aware of individual differences among adult students, and how these affect my relationships with them?	_____	_____	_____
Have I conscientiously sought to identify individual differences in my class group?	_____	_____	_____
Have I prepared my material to deal with these differences?	_____	_____	_____
Have I a system for making continuous evaluation of an individual's growth?	_____	_____	_____
Have I arranged to devote ample time to the preparation and leadership of my adult group?	_____	_____	_____
Am I striving to become more of a leader in my class, and less of a formal instructor?	_____	_____	_____
Do I accept student criticism with a sense of understanding?	_____	_____	_____
Am I bringing in qualified people who make contributions toward the group objectives?	_____	_____	_____
Do I know what equipment is available and am I using it to best advantage?	_____	_____	_____
Have my materials and methods been adapted to and grown from the everyday experiences of my adult group?	_____	_____	_____
Am I making use of the members of my group who can contribute to group goals?	_____	_____	_____
Am I making use of libraries, museums, public agencies, civic organizations and news media?	_____	_____	_____
Am I keeping the group moving from the simple to the complex?	_____	_____	_____
Am I using information from today's meeting in preparation for tomorrow's?	_____	_____	_____

	<u>FEEL COMPETENT</u>	<u>COULD USE HELP</u>	<u>WONDER HOW CLASS SEES ME</u>
Have I made the best arrangement of the physical equipment to meet the needs of handicapped individuals?	_____	_____	_____
Have I brought about a comfortable social atmosphere for the group?	_____	_____	_____
Am I allowing my leadership to be improved by group evaluation?	_____	_____	_____
Have I established good relations with other members of the staff and am I familiar with their programs?	_____	_____	_____

4.0 HELP YOUR STUDENTS RATE THEMSELVES

The responsibility for successful class activity isn't yours alone. No, as individuals in a group, the students also have an obligation -- to you, to the other class members, and to themselves. Their flexibility, interest, cooperation, and creativity are a pretty good index to the success of your own efforts. So why not suggest to your students that they examine their own participation? Below is a checklist of questions that might be used to help them rate themselves.

	<u>GOOD</u>	<u>FAIR</u>	<u>NEED IMPROVEMENT</u>
Do I just sit and listen or do I propose new ideas?	_____	_____	_____
Am I shy about admitting I don't understand, or do I ask questions?	_____	_____	_____
Do I keep my knowledge to myself, or do I share it when it will prove helpful?	_____	_____	_____
Do I concentrate only on details under immediate discussion, or do I try to summarize and relate class ideas?	_____	_____	_____
Am I satisfied with mediocre projects, or do I stimulate the group to undertake worthwhile projects?	_____	_____	_____
Do I allow ill feeling to develop, or am I a mediator and peacemaker?	_____	_____	_____
Am I inflexible, or am I willing to compromise (except where basic issues are involved)?	_____	_____	_____
Do I sit while others hog the floor, or do I encourage others' participation, giving everyone a fair chance?	_____	_____	_____

5.0 A QUICK SUMMARY

A learning situation must be realistic. There is no point teaching swimming in a classroom when the skill can be exercised only within a body of water. It is not always this easy, however, to test the practicality of a learning situation. For this reason, the college instructor must many times use various methods of fact finding (acquiring information from the students rather than giving information to them) to determine the appropriateness of the learning situation as perceived by the students. Acquiring information from the student, then, not only helps the college instructor determine the extent to which the learning situation is realistic, but it helps develop a sharing experience between student and college instructor which enables them to make a partnership out of the entire learning process.

Another well-known principle of learning is that active participation on the part of a student is far more functional than passive reception. People do learn by doing and to deny students this opportunity is to limit the depth and richness of their educational experience. More than this, however, individuals have basic needs for belonging and recognition which the instructor can best meet by actively involving the student in the learning process. To deny these needs by restricting the instructional process to various ways of one-way communication (no matter how ingenious and entertaining the one-way communication method may be) is to limit an individual's opportunity of identifying as a person with other students.

It is important, too, that an individual have a share in setting his/her own expectancies about learning. Trying to meet expectancies imposed upon us by others is frequently frustrating. To share in setting expectancies results frequently in setting expectancies higher than those that might be given to us by others.

Finally, each college instructor must be aware of the classroom methods which will enable each student to relate to other members of his class. "Acceptance" is a two-way process. A sweet and kindly manner on the part of the teacher does not necessarily mean that the student feels "accepted" by the instructor. He/she needs the opportunity to actively engage in learning experiences with the other students as well as the instructor if he/she is to bring all of his/her emotional and intellectual resources to bear in helping him make maximum use of the learning opportunity.

6.0 HOW CAN THE VVI HELP YOU?

The Institute's Program Development Department (SE corner, 2nd floor) has a part-time 24-hour course called: Instructional Skills Workshop.

This course is taught by your fellow instructors and is accredited by the Ministry of Education as the first course in a sequence of four (4) courses leading to an Instructor's Diploma and a permanent B.C. Teaching Certificate (Post-Secondary).

The Instructional Skills Workshop is free to all VCC/VVI instructors, or future VVI instructors. Please call Mr. Karl Gregg, 681-8111, Local 376 for more information.

- (c) In-service training on the job while employed leading to your specialty
Period of in-service training _____ Years Dates _____
- (d) Training in the Armed Services in your specialty area:
Dates _____ Level achieved _____
- (e) Correspondence courses, private tuition, part-time courses, or other,
leading to your occupational competence:

D. YEARS OF EXPERIENCE IN YOUR SPECIALTY AT THE FULLY QUALIFIED LEVEL OVER AND ABOVE THE
TIME SPECIFIED IN C. HEREIN. (Please supply details.)

<u>Employer</u>	<u>Years</u>	<u>Dates</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

E. PART OR FULL-TIME EXPERIENCE AS A TEACHER OR INSTRUCTOR (Please supply details)

F. GENERAL INFORMATION

- Applicants should understand the courses are offered as units of a package program and that normally credit will not be granted for courses taken under another jurisdiction.
- This application should be mailed to Dr. S. McGechaen, Coordinator, Instructor's Diploma Program, University of B.C., Centre for Continuing Education, 5997 Iona Drive, Vancouver, B.C. V6T 2A4

Date of Application _____

VVI Dean of Instruction _____

Signature of Dean of Instruction _____

Date of Signature _____

Signature of

VVI Instructor _____

Application for Admittance
Program Leading to the Ministry of Education
INSTRUCTOR'S DIPLOMA

A. GENERAL

Name _____ Date _____
Surname (please print), Christian Names

Home Address _____ Age _____

Employed by _____ Vancouver Community College/Vancouver Vocational Institute

Address _____ 250 West Pender Street, Vancouver, B. C. V6B 1S9

Specialty subject appointment _____

Do you hold a Ministry of Education teacher's credential, other than a letter of permission? _____

B. EDUCATION

1. Elementary and Secondary School:

Number of years _____ Location _____ Grade Completed _____

2. Post-Secondary Education (College, Institute, or University):

Number of years attended _____ Dates _____

Name of School _____ Diploma or Degree _____

C. TRAINING IN YOUR AREA OF SPECIALTY

1. Name or describe level of proficiency normally recognized in your occupation, such as Technologist, Engineer, Journeyman

_____ Diplomas or Certificates _____

2. Attendance in courses or experience which led to above level

(a) Attendance in a school of specialized studies, such as business school, school of nursing, trades or technical school, school of art, etc.

Type of School _____

Name and Location _____

Number of months attended _____ Dates _____

Specialty Area of Study _____ Diploma awarded _____

(b) Apprenticeship Training:

Length of apprenticeship _____ years Dates _____

Formal periods of full-time courses _____

PUBLIC RELATIONS PLAN 1983 - 84

Background

A public relations plan is a new step for Vancouver Community College. The college has had a public relations department which issues press releases, handles advertising, produces an internal newspaper, and so on; however, college management generally left the subject to the department and did not regard it as a matter requiring a plan approved by management. The public relations department was not a forgotten cousin in this regard - there was not an officially approved personnel plan or accounting plan or purchasing plan. All operated within college policies and within annual budget limits. So long as times were good and the college was on an expansionary path, the concern for and about public relations was limited. Restraint and retrenchment demand changes in approach, objectives, and expectations of the college's public relations efforts.

Education is competing with other government activities for a diminishing tax dollar. Vancouver Community College struggles to gain what is perceived to be a fairer share of education's available dollars. The success of these efforts depends in part on the amount of support they enjoy among the various concerned communities - and that is a large motivator for a planned, comprehensive public relations program.

Concurrently, the reality of restraint has been a diminution of spending power by the College both in actual dollars and in purchasing power due to inflationary forces. This has had varying effects on employees: some term employees have not been re-hired as sections of instruction were cancelled; some jobs were eliminated in the support staff area; some employees accepted early retirement; and others have gone without pay increases. This characteristic of restraint or retrenchment has a tendency to create uncertainties in the minds of individual employees about the institution and about their own futures with the attendant possibilities of lowered morale, pride and the straining of other internal relationships. An effective program of communication with and among employees is seen as a particularly valuable resource during such times.

While the College was contending with shrinking budgets and reducing the numbers of persons in its employ, students were arriving at the doors in unprecedented numbers. In the fall of 1982 Langara Campus reached the point where student numbers would no longer be issued because the numbers of students had gone beyond the point where there was any possibility of being registered in classes. The College was developing an unhappy, frustrated public of persons turned away at the door.

Meanwhile, the College was initiating activities involving new publics: International education and the establishment of a foundation with the purpose of raising private monies for the College. These new publics comprised of people who may not even be sure where Vancouver is as well as people who live

here but have had little or no occasion to come in contact with VCC obviously would require public relations efforts peculiar to their individual needs.

Following meetings with the Director of College Resources and the Director of Public Relations, the President placed the subject on the agenda of the College Executive Committee and it was discussed at each of the C.E.C. meetings over a period of weeks. From those discussions, and from the discussion arising out of a progress report given by the President and the Director of Public Relations to the College Board at their annual retreat, came a series of proposed public relations initiatives. Some carried cost implications beyond the dollars allotted to the public relations and advertising budget and on May 25, 1983 the College Board approved the expenditures of an additional \$30,000 from contingency funds to give the plan effect.

The Plan in Action

As the public relations plan was being developed some elements were already in various stages of implementation:

- Slide-Tape Update: The two year old College slide-tape show, 'Vancouver - A Community and its College', has been updated to reflect the major changes in facilities and converted from a three projector to two projector show for easier use.

- Public Relations Network: The Public Relations Network is a group of representatives from each of the teaching divisions of the College whose purpose is to develop various hard and soft news ideas for follow-through by the public relations department. The first meeting was held during the spring of 1983 and featured the presence of the College President who wished to emphasize the importance he was placing on the efforts of the network. Subsequent meetings have been held under the Chairmanship of the Community Relations Co-ordinator and plans are in place for a workshop on media relations for interested participants.
- Speakers Bureau: Raised as an agenda item at a meeting of the Public Relations Network, others learned that efforts were already underway at Langara Campus to identify speakers and topics which might be promoted in the community. The other divisions indicated they might be able to come up with some speakers and topics and the public relations department undertook to produce a publication suitable for promoting this activity.

The Action Plan

The public relations plan calls for a number of initiatives to take place in the coming year:

- Annual Report: The annual report this year will become a report to the community. It will appear as part of the part-time courses tabloid which will be distributed during August to approximately 270,000 residences in the college region. This broadcasting of our reports necessitates reporting matters of interest to and in terms understood by the layman and a lack of emphasis on the institutional and/or bureaucratic items which may have characterized reports which enjoyed more limited circulation. While the report is originally to be part of the part-time courses flyer its design will be such that it may be produced as a discrete publication for use throughout the year. The various divisions of the College have been asked to submit material to the public relations department by June 24.

- Neighbourhood Newspaper Columns: Beginning in August the College will publish a monthly column in three community newspapers, the Courier, the Highland Echo and the West Ender. These columns will be approximately 30 column inch placements and will convey news of college events and people which we believe will be of interest to the community but which we could not count on the papers to pick up themselves. The public relations department will rely heavily on the input of the public relations network for material to appear in these columns. Production will be handled jointly by the co-ordinators of community relations and advertising and marketing. The publication dates and the production timetable pattern for these columns appear as Appendix A to the plan.
- External Newsletter: In addition to the publication of Intercom, which is distributed to all employees, the public relations department will produce an external newsletter four times per year for distribution to members of advisory committees, representatives of the employer community, etcetera. This publication will emphasize college activities, people and new programs in employment related areas. Members of the public relations network will be regularly canvassed for ideas for this publication. While its emphasis will be on the external communities previously mentioned, it will also be circulated to all employees in the interest of promoting greater awareness among those who work in the College of all its various programs. The Community Relations Co-ordinator is responsible for editorial content and the Advertising and Marketing Co-ordinator oversees production of the publication. The publication pattern is attached to the plan in Appendix B.
- Board Function for Advisory Committees and Internal Representatives: To promote opportunities for greater exchange between the Board and various communities and to provide a forum for recognition as appropriate, a pre-board meeting buffet dinner will be organized on a regular basis. Initial thinking suggests an attendance of approximately five advisory committee chairmen along with three or four students (not necessarily student society representatives) and faculty members. The Community Relations Co-Ordinator will develop a pattern for use by campus principals and the board secretary including lead time for invitation lists, r.s.v.p. procedures, etc. These functions are expected to be held approximately monthly and are expected to begin in September.
- Orientation Package: The College's institutional brochure "Serving You" has become dated and is not fulfilling some purposes now desired. The Advertising and Marketing Co-ordinator will develop a print piece which will convey the kind of general material about the College contained in the previous brochure but will also permit the inclusion of certain audience-specific information for groups such as new employees, new advisory committee members, international education representatives and so on. Initial design work has been started and the brochure should be available in September.

- Recognition Awards: Community colleges do not confer honorary degrees in the manner of universities. However, the College has decided it is appropriate that we have some means of giving recognition to those who have contributed to the College through their participation in advisory committees and/or other activity. The public relations department has been given a budget allotment of \$1,000 to develop some kind of physical manifestation of this recognition i.e. diploma, plaque, paper weight, etc.
- Open House: The College will hold an open house on one of the campuses annually. These events are the responsibility of the individual campuses with the assistance of the public relations department. Open houses are currently scheduled for King Edward Campus for autumn, 1983 and the Vancouver Vocational Institute for Spring, 1984.

PUBLICATION DATES - NEWSPAPER COLUMN

(based on 10 placements of approximately 30 column inches each through May, 1984)

Vancouver Courier publishes every Wednesday

The West Ender and the Highland Echo publish every Thursday

1. August 17/18
2. September 14/15
3. October 19/20
4. November 16/17
5. December 13/14
6. January 17/18
7. February 15/16
8. March 14/15
9. April 18/19
10. May 16/17

FLOW CHART - COMMUNITY NEWSPAPER COLUMN

[illegible]

APPENDIX B

[illegible]

THE VVI PUBLIC RELATIONS PLAN

As described in the preceeding article, educational institutions are currently in a vulnerable position with respect to acquiring appropriate levels of funding to maintain and/or expand training. As a result, it becomes very important for an institution to develop and nurture a good public image. VVI is no exception. As part of VCC, the Public Relations Plan applies to us in all respects; however, the Public Relations department needs the continuing assistance and co-operation of all VVI employees if the plan is to succeed.

A VVI Open House is scheduled for the Spring of 1984, and this should expose a great number of people to the quality and diversity of the training we offer. However, the Open House is still months away, and there is much that can be accomplished in the interim.

One of the items identified in the public relations plan is a monthly newspaper column in The Courier, The West Ender, and The Highland Echo. The column debuts this month. If you have any ideas or material for this, please submit them to Arlene Skene, your Public Relations Network Representative, local 233. The Public Relations department is looking for brief news items or upcoming events of general interest to the weekly newspaper people.

A Speakers Bureau, already existing at Langara, is receiving a great deal of emphasis. The Bureau has the potential of becoming one of the College's most effective means of reaching the public. The Public Relations department would like to launch the Bureau in the Fall. Langara has already provided an extensive list of speakers and topics but so far that campus has provided the only volunteers.

VVI is a rich source of talent and topics. Hopefully, many of you will be interested in becoming active members of the Speakers Bureau. Remember, volunteer speakers need not be addressing the larger questions of life . . . nuclear disarmament or world economic trends. While these topics do generate interest, there are apt to be just as many people interested in hearing about how to do basic auto repairs, or how to make pastry, or what it is like to teach English in China. The following is an information release from the Public Relations Department dealing with the Speakers Bureau:

RELEASE

One of the most effective ways we can reach the public and build up the college's profile in the community is by making the wealth of expertise we possess--from how to do a car engine tune-up to travel tips for touring Greece--readily available to people.

To this end, the public relations network is working to set up a

speakers bureau at the three campuses. The first task at hand is to develop a roster of volunteers to speak on topics of general interest. Once this has been done, we will publish a list of topics and circulate it to professional, service and interest groups in the community, along with information on how they can book one of our speakers.

Naturally, the more speakers and topics we have to offer the greater the bureau's reach. Topics may relate to the subject you teach, or they may relate to a hobby or interest. Obviously, most audiences will be made of intelligent laypeople, so the topics and approach should reflect this.

The bureau will be co-ordinated from the Public Relations Department. It will solicit engagements and book speakers. As well, the department will try to provide whatever back up materials a speaker might require. If a significant number of the volunteer speakers want seminars on presentation or delivery we will try to bring in professionals to help.

Attached (see the other side of this page) is an article from the University of Victoria, detailing the activities of their speakers bureau over the last year. It gives some good ideas on topics and potential audiences.

If you'd like to give speaking a try, please pass your name and topics along to your pr network representative (A. Skene, local 233) and more information will be forwarded to you as plans are firmed up.

Early in the fall, the first newsletter for Program Advisory Committee members and our employer community will go out. It will provide an update to the audience on developments at the college--board decisions with any far-reaching implications, survey results, productivity reports--as well as general feature items on programs and people of interest at the college. Again, your suggestions are needed.

Those persons in the Public Relations Department are responsible for producing the column and the newsletter and making sure the bureau gets off the ground. But they depend on you to give them ideas and information. Only with across the board co-operation can the college achieve the end it seeks.

Who spoke to whom about what

Bureau wraps up most successful year

The third year of the UVic Speakers Bureau has been its busiest yet, reports Bureau co-ordinator Donna Danylchuk.

By mid-April, 150 speeches had been booked from September through May and June, and bookings were still being requested by community groups looking for speakers for spring and summer meetings. Officially, the Bureau operates from September through April, so few bookings will be made from now until next September.

Last year, for the same time period, 89 speeches were given by Bureau members to community groups.

People interested in joining the Speakers Bureau in time to have their topics listed in the 1983-84 List of Topics are reminded that April 29 is the deadline for returning their membership forms to Information Services, Danylchuk adds.

The speakers, their topics, and the groups addressed in 1983 are:

January—Dr. Robert G. Lawrence (*Tourist in Egypt*), Silver Threads Services; Dr. Werner W. Liedtke (*Problem-Solving Settings for Preschool Children*), Lakehill Co-operative Preschool; Dr. Robert G. Lawrence (*Tourist in England*), Victoria Cosmo Pals; Dr. Terry D. Johnson (*Activities and Education in the Early Years: Helping Your Child To Read*), Lansdowne Preschool; Monique Cleban (*French As A Second Language*), Gordon Head Preschool; Dr. Murray D. Edwards (*Canadian Theatre*), Oak Bay Lodge; Prof. Donald G. Casswell (*Law of Tort: Hospitals*), Physical Therapy Association; Dr. Howard L. Biddulph (*Religion in the Soviet State*), Lester B. Pearson College.

February—Dr. Cliff Addison (*Education Requirements for a Career in Computer Science*), Arbutus Jr. Sec. School; Lanny R. Pollet (*The Pacific Wind Trio*), Oak Bay Lodge; Dr. J.L. Climenhaga (*Impressions of South Africa*), James Bay New Horizons Society; Dr. Hillel Goelman (*Educational Toys and Games*), New Parents' Discussion Group; Dr. Peter J. Dunnett (*Economics and Business*), Jr. Chamber of Commerce; Dr. Frank Spellacy (*Hypnosis*

and Self-Hypnosis), Victoria Mental Health Centre; Dr. Patrick A. Dunae (*Juvenile Immigration to Canada, 1800-1930*), Victoria Genealogical Society; Dr. Margie I. Mayfield (*'Educational Toys' from the Kitchen and Basement*), Victoria 'Y' Post-Natal Support Group; David Anderson (*Environment*), Hillside Kiwanis; Dr. Peter J. Dunnett (*Economic Events: Future Trends*), Yorkshire Trust; Dr. Peter J. Murphy (*Future Shock: The Next Crisis in Schools*), Victoria Parents of Twins and Triplets; Dr. Margie I. Mayfield (*'Educational Toys' from the Kitchen and Basement*), Countryside Preschool; Dr. Judith Patt (*Japanese, Chinese and Southeast Asian Art and Architecture*), James Bay New Horizons Society; Dr. Colin D. Scarfe (*Exploring the Solar System*), Victoria Newcomers Men's Club; Dr. Terry D. Johnson (*Children's Literature*), Lambrick Park Co-op Preschool; Dr. M. Honore France (*Career Counselling*), Shawnigan Lake School; Dr. Grant McOrmond (*Changes in Students' Lives and Attitudes from 1946 to 1981*), Langford Alternative School; Dr. Paul M. Baker (*Aging*), Hillside Kiwanis; Dr. Cary F. Goulson (*"As Others See Us"—Opinions of School Children in England*), James Bay New Horizons Society; Dr. Robert C. Willihnganz (*Coping With Stresses/Interpersonal Anxieties*), TOPS; Dr. George A. Ghanotakis (*Environment*), Deep Cove Discussion Group; Dr. Robert H. Fowler (*Canadian Foreign Policy*), Capital Liberal Womens' Commission; Dr. Alan R. Pence (*Day Care Services for Children of Working Parents*), Victoria 'Y' Post-Natal Support Group; Dr. Daniel J. Koenig (*Crime Prevention*), Hillside Kiwanis; Faith B. Collins (*Time Management*), Greater Victoria Personnel Association; Dr. Paul F. Thomas (*Dreams*), James Bay New Horizons Society; Dr. Edgar S. Efrat (*Behind the Scenes in the Middle East*), Harbourside Rotary Club; John K. Watson (*Myths and Fads in Food Diets*), Langford Alternative School.

March—Dr. Colin D. Scarfe (*Exploring the Solar System*), Quadra Elem. School; Dr. Z. Folejewski (*Panslavism or Panrussianism:*

From Utopia to the Reality of Soviet Politics), Rotary Club of Oak Bay; Dr. James T. Buckley (*Nutrition*), Hillside Kiwanis; Faith B. Collins (*Time Management*), Purchasing Management Association of Canada; Dr. Reg Roy (*Canadian Defence Policy*), Victoria Jaycees/Jr. Chamber of Commerce; Dr. Eric A. Roth (*World Population: History, Policy and Problems*), Langford Alternative School; Fumio Ishiyama (*Coping with Stresses/Interpersonal Anxieties*), Glenlyon School; Dr. Werner W. Liedtke (*Games and Game Settings for Preschool Children*), Lansdowne Preschool; Dr. Andrew Farquharson (*Social Work*), Hillside Kiwanis; John K. Watson (*Vitamins and Minerals in Daily Diets*), TOPS; Dr. J.L. Climenhaga (*Impressions of South Africa*), Rotary Club of Oak Bay; Dr. Terry D. Johnson (*Disturbing Images in Books for Young Children*), Langford Alternative School; Dr. Bart Cunningham (*Quality of Working Life*), Hillside Kiwanis; Dr. John E. McInerney (*Pollution: Problems in the Environment*), Victoria Kiwanis; Dr. Patrick A. Dunae (*Canadian Nationalism and History of Canada's National Anthems, 1867-1980*), Rotary Club of Oak Bay; Dr. Robert C. Willihnganz (*Stress Management*), Professional Secretaries International; Dr. Paul F. Thomas (*Education in Russia*), University Women's Club; Doug Branter (*Children's Fitness*), Glenlyon School; Dr. Daniel J. Koenig (*Community-Based Policing*), Rotary Club of Oak Bay; Dr. C. Brian Harvey (*Adolescent Behaviour*), Glenlyon School; Dr. Robert G. Lawrence (*Tourist in England*), Rotary Club of Oak Bay; Dr. Margie I. Mayfield (*Kindergartens in B.C.*), New Parents' Discussion Group.

April—Dr. Reg Roy (*Canadian Defence Policy*), Saanich Kiwanis; Dr. John J. Jackson (*Commercialism of Sport*), Hillside Kiwanis; Dr. Hetty Clews (*Women's Studies*), Mid Island Business Women's Association; Dr. Robert D. Gifford (*Non-Verbal Communication*), Countryside Preschool; John F. Durkin (*Outdoor Survival*), Luxton Alternate School; Dr. Colin D.

Scarfe (*Exploring the Solar System*), Langford Alternative School; Prof. Hamar Foster (*The Legal System*), Victoria Newcomers Men's Club; Dr. David Docherty (*Children's Fitness: Children Are Not Miniature Adults*), Belmont Park Preschool; Dr. James E. Hendrickson (*History of the Pacific Northwest*), Deep Cove Discussion Group; Faith B. Collins (*Time Management*), Evening Newcomers Club of Victoria; Dr. Bart Cunningham (*Overcoming Resistance to Change*), Professional Secretaries International; Dr. Margie I. Mayfield (*Helping Your Child Learn to Read*), New Parents' Discussion Group.

Upcoming speaking engagements are: Dr. Horace D. Beach (*War: A Psychological Alternative*), A.O.T.S.; Dr. Paul M. Baker (*Mandatory Retirement*), Esquimalt-Saanich Progressive Conservative Women's Association; Dr. Daniel J. Koenig (*Imminent Social Change and Crime*), MENSA; Dr. Eric A. Roth (*World Population: History, Policy and Problems*), MENSA; Dr. Neil A. Swainson (*The Curse of Inflation*), MENSA.

May—George H. Steggle (*Art and the Garden*), Victoria Cosmopolitan Club; Dr. Glen M. Farrell (*Life-Long Learning*), University Women's Club; Dr. Robert G. Lawrence (*Tourist in Egypt*), Silver Threads Services; Dr. Chad M. Gaffield (*History of Childhood*), Gordon Head Preschool; Dr. Robert G. Lawrence (*Flowers*), PEO Sisterhood Chapter I.

June—Dr. S. Anthony Welch (*Persian Arts and Artists*), Asian Arts Society of Victoria.

Those speakers whose speaking engagements were missed in the last report from the Bureau are:

November—Dr. Martin B. Hocking (*Synthetic Crude Oil from the Athabasca Tar Sands*), PEO Sisterhood Chapter AB; Donald E. Hamilton (*The 'New Library': The Library in the Television Age*), PEO Sisterhood Chapter AB.

A REPORT FROM THE

MINISTRY OF EDUCATION

INTEGRATED FIVE-YEAR PLANNING FOR THE BRITISH
COLUMBIA COLLEGE AND INSTITUTE SYSTEM; SYSTEM
MISSION AND GOALS AND SYSTEM OBJECTIVES 1982-87

MAY 4, 1983

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I

MISSION

The Mission of the College and Institute System of the Province of British Columbia is to provide educational opportunities to assist adults to meet continuing and changing individual, economic and societal needs. These opportunities will be provided recognizing the aspirations of individuals, the present and future requirements of Provincial and Canadian society for economic development, the priorities of government, and the structure of the educational system of the Province as defined through legislation.

II

GOALS

GOAL A: GOVERNANCE

The system will operate through an organizational structure that will, through its individual components, develop, co-ordinate and deliver education to achieve common purposes.

GOAL B: COMPREHENSIVENESS

The system will be comprehensive by providing diverse program-oriented learning experiences to meet individual needs for personal development and societal needs for an educated and well trained population.

GOAL C: QUALITY, RELEVANCE AND COST-EFFECTIVENESS

Consistent with the diversity of individual, economic and societal needs, the system will enhance the quality of education by developing and improving courses and programs, by improving instructional and support services, by ensuring continued relevance to needs, and by operating in a cost-effective manner.

GOAL D: OCCUPATIONAL AND MANPOWER DEVELOPMENT

The system will strive, in co-operation with provincial and national agencies, both public and private, to develop the occupational skill potential of individual British Columbians in order to foster economic development and to enable individuals to participate in that development in a satisfying manner.

GOAL E: LIFELONG EDUCATIONAL OPPORTUNITIES

The system, in co-operation with public and private agencies, will foster a fuller life for British Columbians and greater contributions to society, the economy and the labour force, by providing individuals with encouragement and lifelong opportunities to continue their education.

GOAL F: ACCESSIBILITY

The system will strive for equity of access to post-secondary educational opportunities for individual British Columbians.

GOAL G: SOCIAL DEVELOPMENT

The system, in co-operation with public and private agencies, will enhance the cultural, social, and recreational life of the province, primarily through the provision of educational programs and support services.

GOAL H: ACCOUNTABILITY

The system will be accountable to the public through the boards and the Minister for the provision of education consistent with the system Mission and Goals statement, in an educationally and fiscally responsible manner.

III

1982-87 OBJECTIVES

INTRODUCTION TO OBJECTIVES

The specific objectives for the period 1982 to 1987 presuppose a continuing commitment to the overall mission and goals of the system. Individual objectives may include distinct priorities and time lines.

GOAL A: OBJECTIVES RELATING TO GOVERNANCE

THE SYSTEM WILL OPERATE THROUGH AN ORGANIZATIONAL STRUCTURE THAT WILL, THROUGH ITS INDIVIDUAL COMPONENTS, DEVELOP, CO-ORDINATE AND DELIVER EDUCATION TO ACHIEVE COMMON PURPOSES.

OBJECTIVE A 1. GOVERNMENT AND CORPORATE STRUCTURES AND RESPONSIBILITIES

In the 1982 to 1987 period, the college and institute system will have structures at three levels. The organizations at each level will be cohesive. Appropriate and necessary lay, community-appointed representation and input will be included. The system will:

- a) preserve the overall provincial policy-making responsibility, decision-making capacity, and accountability of the Minister and the government;
- b) preserve an intermediate-level structure, comprising one or more councils, which can provide input to the government and to educational institutions based on a provincial perspective;
- c) preserve the responsibility of the boards of colleges and institutes for developing institutional policy relating to the delivery of education consistent with their region-specific or program-specific mandates.

OBJECTIVE A 2. ADVISORY STRUCTURES AND CONSULTATIVE MECHANISMS

In performing their functions, each of the government and corporate structures will be responsible for undertaking necessary consultation in advance of making decisions. This will happen as follows:

- a) the Minister will undertake to consult with boards and with the council (or councils) concerning the provincial policy framework;
- b) council(s) will be encouraged to establish or continue provincial advisory committees, including program advisory committees;
- c) boards will be encouraged to take into account the opinions of the educators and students through the use of internal program advisory committees;
- d) institutions will be expected to participate in external program advisory committees, which will be established for more than one college region or institution wherever it will assist in achieving a broader perspective or more efficient operation wherever.

In addition, boards and council(s) will be expected to (a) provide advice to the Minister respecting the provincial policy framework and relevant student and employer needs and aspirations, and (b) ensure the co-operation of, and information sharing by, relevant advisory committees.

OBJECTIVE A 3. DIRECTION SETTING PRACTICES

The Minister of Education will take specific steps to provide for provincial direction-setting practices and procedures. The overall Mission and Goals statement as well as an Objectives Statement for 1982 to 1987 will be regarded as statements of common purpose. On the basis of these statements, specific goals and objectives and a planning framework will be developed by council(s) and boards of colleges and institutes.

OBJECTIVE A 4. ROLE DELINEATION

The college and institute system will delineate and clarify the role and plans of system constituencies in the light of overall mission, goals and objectives. This delineation will reflect the complementarity of institutions and of the council (or councils) while enabling the differentiation of roles.

OBJECTIVES RELATING TO COMPREHENSIVENESS

GOAL B: COMPREHENSIVENESS

THE SYSTEM WILL BE COMPREHENSIVE BY PROVIDING DIVERSE PROGRAM-ORIENTED LEARNING EXPERIENCES TO MEET INDIVIDUAL NEED FOR PERSONAL DEVELOPMENT AND SOCIETAL NEEDS FOR AN EDUCATED AND WELL TRAINED POPULATION.

OBJECTIVE B 1: EXTENT OF COMPREHENSIVENESS

The college and institute system will encourage comprehensiveness by making available, in all areas of the province, a range of institution-based and open learning programs. These programs will include academic, career/technical, vocational, continuing education and up-grading programs to be made available through the institutions. The range of offerings in any college will be coordinated with those of reasonably proximate colleges. Comprehensiveness will also be encouraged by providing programs that are provincial programs or are specialized in nature, through the institutes and through appropriate colleges.

OBJECTIVE B 2. METHOD OF MAXIMIZING COMPREHENSIVENESS

In the 1982 to 1987 period, the comprehensiveness of the total college and institute system will be maximized through increasing the type, quantity and range of programs available in the entire province. Programs will continue to be added by colleges and institutes in response to emerging needs. These will include needs for programs to (a) educate individuals for newly-created jobs where the knowledge or skill required is not normally or readily acquired through employment experience, (b) provide recurrent education, and (c) in instances where costs are reasonable, alleviate significant access problems. Where programs cannot be offered in each college region, the need for, and availability of, the programs in reasonably proximate institutions will be considered in determining where programs should be offered. At the same time, in order to make resources available for additional programs, the existing program range at any institution may be reduced by eliminating programs which provide training for jobs that no longer exist and programs which, for other reasons, are considered to be of low priority. Certain programs should also be eliminated where the expected provincial needs for training provided by the programs are being met elsewhere in the system.

OBJECTIVE B 3. COLLEGE ROLE IN COMPREHENSIVE SYSTEM

Colleges will provide reasonable comprehensiveness by region. This will be accomplished in the following way:

- a) in all college regions, colleges will provide, as a minimum, a limited core program base which will include university transfer programming; in determining the comprehensiveness of colleges in the Lower Mainland account will be taken of the wide-ranging urban transit facilities between regions and the proximity of institute and university offerings;
- b) colleges will add to the core program base those programs which meet particular needs in the college region or which are agreed to be necessary to meet unique or specialized provincial needs or the needs of two or more reasonably proximate institutions;
- c) colleges will act as post-secondary educational resource centres in their regions and will arrange to receive notice of and disburse information about any offerings of other post-secondary institutions which are provided by face to face instruction in the region, as well as information about career choices;
- d) colleges will foster use of open learning programs, to complement their distance education and satellite activities, in consultation with the Open Learning Institute (OLI) and by co-operative program delivery through the Knowledge Network of the West (KNOW).
- e) colleges will foster use of brokering to complement their activities.

OBJECTIVE B 4. INSTITUTE ROLE IN COMPREHENSIVE SYSTEM

Provincial institutes will support and encourage reasonable provincial comprehensiveness by:

- a) developing specialized programming and delivery techniques in appropriate parts of their designated mandate areas;
- b) co-ordinating their program offerings with the offerings of the colleges and avoiding unnecessary duplication;
- c) taking a leadership role and acting as a resource to other institutions, including acting as a curriculum resource when the program has application throughout the province.

With the exception of OLI programming and programming broadcast through KNOW, institute programming will typically be offered at institute facilities.

OBJECTIVES RELATING TO QUALITY, RELEVANCE AND COST-EFFECTIVENESS

GOAL C: QUALITY, RELEVANCE AND COST-EFFECTIVENESS

CONSISTENT WITH THE DIVERSITY OF INDIVIDUAL, ECONOMIC AND SOCIETAL NEEDS, THE SYSTEM WILL ENHANCE THE QUALITY OF EDUCATION BY DEVELOPING AND IMPROVING COURSES AND PROGRAMS, BY IMPROVING INSTRUCTIONAL AND SUPPORT SERVICES, BY ENSURING CONTINUED RELEVANCE TO NEEDS, AND BY OPERATING IN A COST-EFFECTIVE MANNER.

OBJECTIVE C 1: PROGRAM QUALITY AND RELEVANCE

The college and institute system will emphasize the quality and relevance of college and institute programs by:

- a) securing feedback from employers, labour representatives and students on the short and long-term applicability of programs in the work place and on all competencies demanded in the work place;
- b) securing feedback from universities and students on the short and long-term applicability of university transfer programs to their studies and on all competencies required for transfer;
- c) contributing to the provincial determination of standards for entry to trades and professions and to the establishment of standards for articulation between programs in order to ensure that standards are suitable and can be attained in an optimal period of time;
- d) ensuring that program length and method in career/technical and vocational programs relates directly to the time and approach required to become competent;
- e) ensuring that instructors are up-to-date in their field of instruction, while not necessarily expecting those instructors to be involved directly in research or industrial development;
- f) establishing strong liaison with local and provincial industries as appropriate;

- g) establishing strong provincial and local liaisons with employers, labour representatives, universities, and other agencies interested in the academic and social program areas in order to ensure continuing relevance of academic, continuing education, upgrading, and other appropriate programs;
- h) ensuring attention to relevance in the program approval process and the development of certain standardized and accredited programs, particularly in the technical and vocational areas;
- i) ensuring continued attention to quality of instruction and to student motivation;
- j) ensuring that support services are maintained at the highest possible level where those services impact directly on the quality of the students' educational program.

OBJECTIVE C 2. COST-EFFECTIVENESS

In the 1982 to 1987 period, the colleges and institutes will ensure the optimal use of all system resources, in order to emphasize quality by:

- a) recognizing that programs and services within institutions will have to become less costly and that some programs or services may have to be reduced in scope, be reduced in the size of student intake or removed entirely to provide the necessary resources;
- b) striving to maintain their program effectiveness in a variety of ways. Where programs require special resources, they will be originally distributed or, in certain limited instances, re-distributed in accordance with public criteria. The institutions which receive approval to offer these programs will either have a provincial mandate in the program area, or an already-existing concentration of such programs, or will be considered to be emerging institutions expected to emphasize priority programs;

- c) striving for increased productivity in all areas of institutional operation; encouraging input into various matters related to cost-effectiveness and productivity and, in particular, promoting exchange of information regarding methods of instruction, organization, or direction of institutional activities which have proven to be effective and efficient.

The Minister will also ensure the optimal use of resources and emphasis on quality by maintaining appropriate inter-provincial arrangements.

OBJECTIVES RELATING TO OCCUPATIONAL AND MANPOWER DEVELOPMENT

GOAL D: OCCUPATIONAL AND MANPOWER DEVELOPMENT

THE SYSTEM WILL STRIVE, IN CO-OPERATION WITH PROVINCIAL AND NATIONAL AGENCIES, BOTH PUBLIC AND PRIVATE, TO DEVELOP THE OCCUPATIONAL SKILL POTENTIAL OF INDIVIDUAL BRITISH COLUMBIANS IN ORDER TO FOSTER ECONOMIC DEVELOPMENT AND TO ENABLE INDIVIDUALS TO PARTICIPATE IN THAT DEVELOPMENT IN A SATISFYING MANNER

OBJECTIVE D 1: DEVELOPING AND REFINING LABOUR FORCE INFORMATION

In the 1982 to 1987 period, the college and institute system will work with the ministry responsible for labour, to improve its ability to access labour market information and to refine that information into realistic assessments and projections of present and future labour force needs. Steps will be taken to integrate the provincial information base on labour force and occupational supply and demand in the 1980s with the information base of colleges and institutes and with information on student demand and graduate placement. This activity will be co-ordinated with other public and private agencies, on the local, provincial, and national levels and will result in the determination of priority programs.

OBJECTIVE D 1: UTILIZATION OF LABOUR FORCE INFORMATION IN DECISION MAKING

In the 1982 to 1987 period, the college and institute system will utilize valid labour force and occupational information and concerns as one factor in educational decision making. This labour force and occupational information will be used (a) to ensure that the education and training system is flexible and responsive to the labour market requirements of the 1980s and (b) as a basis for development of new and innovative training programs. Strong indications of student demand will be taken into account in decision making.

OBJECTIVE D 3. GENERIC AND GENERAL EDUCATION

In the 1982 to 1987 period, the college and institute system will:

- a) provide basic competency job entry training which will involve a generic base to programming;
- b) assess and act on demonstrated societal need and employment-oriented demands for individuals with general education, including academic education; the provision of this latter training is not intended to take precedence over the attainment of anticipated high priority labour force and occupation skill needs.

OBJECTIVES RELATING TO LIFELONG EDUCATIONAL OPPORTUNITIES

GOAL E: LIFELONG EDUCATIONAL OPPORTUNITIES

THE SYSTEM, IN CO-OPERATION WITH PUBLIC AND PRIVATE AGENCIES, WILL FOSTER A FULLER LIFE FOR BRITISH COLUMBIANS AND GREATER CONTRIBUTIONS TO SOCIETY, THE ECONOMY, AND THE LABOUR FORCE, BY PROVIDING INDIVIDUALS WITH ENCOURAGEMENT AND LIFELONG OPPORTUNITIES TO CONTINUE THEIR EDUCATION.

OBJECTIVE E 1. FACILITATING LIFELONG EDUCATIONAL OPPORTUNITIES

In the 1982 to 1987 period, the college and institute system will emphasize lifelong education with particular attention to priority programs. Consistent with this emphasis and with the goal of accessibility, and working within budgetary limitations, the college and institute system will continue to promote lifelong educational opportunities which (a) encourage recurrent education, (b) recognize the particular needs of individuals who have had an extended break in the formal learning process, and (c) recognize the part-time and older learner as a significant potential and actual student group. These opportunities for lifelong learning will attempt to make it easier for individuals to move between the work force and institutions. Opportunities will also be created through co-ordination and rationalization of college and institute programming with that of various agencies, including private agencies, which provide educational opportunities.

OBJECTIVE E 2. REVENUE: FEES AND SPONSORSHIP

In order to maximize funds to be used for lifelong educational opportunities, colleges and institutes will be expected to increase revenues. One method of increasing revenue will be to raise fees for selected programs.

Another method will be seeking the private and public sector sponsorship of places in programs and the purchase by present and potential employers of programs intended to further life-long educational opportunities.

OBJECTIVE E 3. AVAILABILITY OF INFORMATION

The college and institute system will encourage and motivate individuals to renew or continue their education by placing special emphasis on providing useful and current program information.

OBJECTIVE E 4. LIFELONG LEARNING PROCESS

The colleges and institutes will be encouraged to assist individuals capable of independent study to engage in this type of learning.

OBJECTIVES RELATING TO ACCESSIBILITY

GOAL F: ACCESSIBILITY

THE SYSTEM WILL STRIVE FOR EQUITY OF ACCESS TO POST-SECONDARY EDUCATIONAL OPPORTUNITIES FOR INDIVIDUAL BRITISH COLUMBIANS.

OBJECTIVE F 1. PLACES IN PROGRAMS

In the 1982 to 1987 period, the college and institute system will increase access to places in priority programs, chiefly by making necessary additions to the number of places available in these programs. Consistent with the objectives for occupational and manpower development, priority programs will be deemed primarily to be career related and vocational programs which are in high demand or are needed by the economy or society. At the same time, the system will maintain the highest possible accessibility to other programs and will promote less costly delivery methods for programs, where appropriate.

OBJECTIVE F 2. PHYSICAL BARRIERS

The college and institute system will continue to take steps to reduce all possible physical barriers to access, giving in this regard first priority to developing distance education. Attention will also be paid to removing other types of physical barriers including those caused by transportation difficulties and those physical barriers faced by the handicapped.

OBJECTIVE F 3. GENERAL AND SUPPORT SERVICE BARRIERS

In the 1982 to 1987 period, the college and institute system will recognize the importance of attempting to remove various psychological, financial, process and information barriers. The removal of certain barriers to access to priority programs will be made a priority, particularly those barriers caused by lack of articulation and transferability, inadequate information and career counselling and problems with the registration process itself. General attention will also be given to any barriers caused by lack of student aid as well as to any barriers which are the result of professional association, employer or union practices.

OBJECTIVE F 4. SPECIAL NEEDS GROUPS STRATEGY

In the 1982 to 1987 period, the college and institute system will establish a comprehensive and coherent access strategy to ensure the maximum possible entry of persons in special need groups into all programs, with particular emphasis on programs preparing persons for occupations in high demand.

OBJECTIVES RELATING TO SOCIAL DEVELOPMENT

GOAL G: SOCIAL DEVELOPMENT

THE SYSTEM, IN CO-OPERATION WITH PUBLIC AND PRIVATE AGENCIES, WILL ENHANCE THE CULTURAL, SOCIAL AND RECREATIONAL LIFE OF THE PROVINCE, PRIMARILY THROUGH THE PROVISION OF EDUCATIONAL PROGRAMS AND SUPPORT SERVICES.

OBJECTIVE G 1. COMMUNITY AND STUDENT FOCUS

The colleges and institutes will endeavour to more closely integrate their institution with local community agencies and contribute to community life. Colleges will place particular emphasis on integration throughout the college region. In addition, institutions will be encouraged to develop campus-based cultural and recreational student activities. Where the institution's contributions or activities are not primarily related to specific programs, the institution, the community or the students will be expected to generate their own funds to provide for such contributions or activities.

OBJECTIVE G 2. COMPLEMENTARY SERVICE

In the 1982 to 1987 period, the college and institute system will ensure that, at the local level, a complementary relationship exists between the services provided by the institution and by other regional agencies. The system's provision of community service will recognize that an institution cannot act as the sole delivery means or resource for its community, and should not provide services more appropriately provided by others.

OBJECTIVE G 3. PROVINCIAL COMMUNITY

The college and institute system will encourage exchange programs and joint cultural activities within the province.

OBJECTIVE G 4. INTERNATIONAL COMMUNITY

In the 1982 to 1987 period, the college and institute system will continue its limited involvement with international programming through participation in programs involving the Canadian International Development Agency and other agencies.

OBJECTIVES RELATING TO ACCOUNTABILITY

GOAL H. ACCOUNTABILITY

THE SYSTEM WILL BE ACCOUNTABLE TO THE PUBLIC THROUGH THE BOARDS AND THE MINISTER FOR THE PROVISION OF EDUCATION CONSISTENT WITH THE SYSTEM MISSION AND GOALS STATEMENT, IN AN EDUCATIONALLY AND FISCALLY RESPONSIBLE MANNER.

OBJECTIVE H 1. INTEGRATION OF MISSIONS, GOALS AND OBJECTIVES

In the 1982 to 1987 period, the Minister will articulate and make it known that the statement of mission and goals, and the 1982 to 1987 objectives will serve as the basis for developing a multi-faceted accountability process at both the local and provincial levels and will provide a context for institutional five year plans. Institutions will similarly articulate and make known their mission, goals and objectives in keeping with the overall mission, goals and objectives.

OBJECTIVE H 2. COMMUNICATION OF MISSIONS, GOALS AND OBJECTIVES

In the 1982 to 1987 period, components of the college and institute system will communicate their missions, goals and objectives to one another.

OBJECTIVE H 3. PROGRAM FOCUS

In the 1982 to 1987 period, the college and institute system will recognize the fact that accountability, pursuant to mission, goals and objectives, must focus on programs and services and must be based on the principles of learning-effectiveness, cost-effectiveness and efficiency. In a period of restraint, the system will demonstrate particular concern for cost-effectiveness.

OBJECTIVE H 4. ASSESSMENT THROUGH MISSION, GOALS AND OBJECTIVES

In the 1982 to 1987 period, the college and institute system will be committed to a process of evaluation directly related to mission, goals and objectives. All colleges, institutes and council(s) and the Ministry will be assessed in light of the mission, goals and objectives.

OBJECTIVE H 5. PUBLIC UNDERSTANDING

The Minister and the boards in the 1982 to 1987 period will strive to increase public knowledge and understanding of the system, through improved communication with the Legislature, with the public and with each other.

OBJECTIVE H 6. REVIEW OF ASSUMPTIONS AND OBJECTIVES

The system will ensure a regular review of all assumptions affecting system planning and make necessary adjustments to the objectives.

APPENDIX A

Background Document #1

Overriding Issues Guiding the Development of College and Institute System Objectives 1982-1987

Major Issues Impacting on the System of Post-Secondary Education 1982-1987

The following issues are expected to be dominant considerations or assumptions in the post-secondary system between 1982 and 1987:

1. The expectation of restraint on public spending for all or a large part of the 1982 to 1987 period.
2. The anticipation of:
 - a) an increased but still limited ability to forecast skill and general educational shortages to match with economic and societal demands;
 - b) quite specific efforts being needed to match forecasting with program offerings through designation of Priority Programs.
3. The expectation of a diminished number of individuals, but increased participation rates, in the traditional 18-24 age cohort and increases in the 25-34 age cohort; in addition, it is anticipated that some limitations will be recognized in 1982-1987 on what can be provided by post-secondary, non-university services.
4. The expectation of continued technological development.
5. The continuation of pressure on the Ministry of Education:
 - a) from the federal government for increased accountability, federal direction and acknowledgement of the federal contribution to education;
 - b) from the provincial officials and ministries with financial responsibilities for increased accountability and cost-consciousness.

6. The continued ability of institutions to be vital and responsible entities serving both provincial needs and the needs of their particular constituencies.
7. The ability of institutions to undertake phased-in shifts in direction in response to issues.

VANCOUVER COMMUNITY COLLEGE

FIVE YEAR PLAN

GOALS & OBJECTIVES

Editorial Note:

THE GOALS DESCRIBED ON THE FOLLOWING TWO (PINK) PAGES ARE ELABORATED IN THE SERIES OF GOAL AND OBJECTIVES STATEMENTS WHICH HAVE BEEN APPENDED. NOTABLY, SEVERAL OF THE GOALS NEEDED NO FURTHER ELABORATION AND HENCE ARE NOT ADDRESSED IN THIS REPORT (they are "Governance," "Occupational and Manpower Development," and "Accountability for the Provision of Education."). THESE GOALS ARE THOSE ESTABLISHED IN THE MINISTRY OF EDUCATION REPORT.

G O A L S

Governance

Vancouver Community College will maintain an organizational structure supporting effective delivery of educational programs which is capable of adapting to meet changes in the community's educational needs.

Occupational and Manpower Development

Vancouver Community College will continue to implement and to improve training opportunities for adults in order to provide the community with a skilled work force through the development of occupational training at both the entry and upgrade levels.

Comprehensiveness

Vancouver Community College will provide, in concert with other Lower Mainland post-secondary institutions, a comprehensive range of educational programs responding to the differing and valid educational and training needs of adults and the community.

Accessibility

Vancouver Community College will strive to minimize barriers to access for all individuals from its community in the provision of educational and training opportunities.

Cooperation with Community Groups

Vancouver Community College will -

- interpret its role to the community at large and actively involve itself in, and inform itself of, its community;
- act as a centre of community life by encouraging its community to use College resources and services; and
- encourage participation by the community in College affairs and elicit its support of informed decision-making.

Lifelong Learning

Vancouver Community College will actively promote, in cooperation with the public and private sectors, an enriched life for community members, a significant contribution to training for the labour force, support for business and industry and an improved quality of community life, by developing a range of education delivery strategies through which a wide variety of opportunities can be provided to enable adults to continue learning throughout their lives.

G O A L S

Quality Control

Vancouver Community College will act to ensure that the quality of its educational programs and support services is maintained and enhanced.

Accountability for the provision of Education

Vancouver Community College is accountable to its community for the provision of an educational program which best meets the needs of the community and which provides the best return for public funds expended.

ASM/PC
January 28, 1983.

QUALITY CONTROL

GOAL

Vancouver Community College will act to ensure that the quality of its educational programs and support services is maintained and enhanced.

OBJECTIVES

1. Division Chairmen will continue to ensure that results of Program Evaluation reports are reviewed by program faculty and that, after consultation with the appropriate advisory committee, an action plan is developed.
2. The Program Evaluation Process will continue to be expanded and adapted to cover programs not yet included.
3. Accreditation by bona fide accrediting bodies will continue to be sought for all programs where such accreditation is helpful to students.
4. V.C.C. will continue its participation in Articulation Committees for the purpose of maintaining and enhancing transferability of appropriate courses/programs to senior institutions.
5. Policies and procedures to enhance professional development opportunities will be developed, taking into account available financial resources.

A. S. Manera/jee
1983 February 09

VANCOUVER COMMUNITY COLLEGE

COMPREHENSIVENESS

G O A L

Vancouver Community College will provide, in concert with the offerings of other Lower Mainland post-secondary institutions, a comprehensive range of educational programs providing vocational, career/technical, upgrading, continuing education, and academic programs in response to the differing and valid educational and training needs of adults and the community.

Objectives

1. The College will, in developing its activities in the 1982-87 period, maintain a core of priority programs which will be comprehensive in range and which will be adjusted in specific offerings and capacity to reflect the following:
 - (a) service area post-secondary educational and training needs;
 - (b) provincial specialized educational and training needs;
 - (c) offerings of other Lower Mainland post-secondary institutions and provincial institutes;
 - (d) emphasis of accessibility to priority programs; and
 - (e) provincial grant and other revenues.
2. The College will develop and maintain additional programs to meet specialized and particular needs of the service area or the province and to adjust those offerings and their capacity to reflect community need and priority and the cooperative planning with other Lower Mainland institutions and provincial institutes.
3. The College will continue to provide leadership and/or resources to the post-secondary system through participation in coordinating committees and through contract fulfillment in those program areas in which Vancouver Community College has the necessary expertise and resources in the 1982-87 period.
4. In the 1982-87 period, the College will offer, in cooperation with other post-secondary institutions, and the provincial institutes, particularly the Open Learning Institute and the Knowledge Network, distance education courses and programs. Such programming will receive priority according to service area needs, priority of programs, and costs of delivery.
5. The College will assess the training and educational needs of the Vancouver Community College service area through regular environmental scans; specialized studies; the establishment of ad hoc program advisory committees; and the participation of the College in such program

VANCOUVER COMMUNITY COLLEGE
COMPREHENSIVENESS - GOAL - 2

Objectives

5. rationalization activities as the Lower Mainland Cooperative Planning Committee during the 1982 to 1987 period.

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VANCOUVER COMMUNITY COLLEGE

ACCESSIBILITY

G O A L

Vancouver Community College will strive to minimize barriers to access for all individuals from its community in the provision of educational and training opportunities.

Objectives

1. The College will provide maximum access in the 1982-87 period for students to its priority programs consistent with its provincial grant and other revenues through additions to the places available in career related and vocational programs and programs of preparation for such training.
2. The College will include in development and maintenance of programs in the 1982-87 period consideration of alternate delivery methods, productivity increases, and alternate funding in order to provide maximum access.
3. In the 1982-87 period the College will continue the process of removing physical barriers to its offerings through such mechanisms as distance delivery of programs, cooperation with community agencies in supporting access for disadvantaged students and reduction of architectural barriers for the handicapped.
4. The College will further develop access to financial aid for its students through development of additional funding sources and effective utilization of existing funds in the 1982-87 period.
5. Vancouver Community College will continue to act to eliminate access barriers to career and vocational training resulting from lack of articulation activity and the availability of transfer information through participation in coordinating committees and provision of leadership in program rationalization in the 1982-1987 period.
6. Special needs groups within the Vancouver community such as the unemployed, the physically handicapped, the Native Indian, the non-native English speaker, the mentally retarded, under trained women and others whose needs may emerge in the 1982-87 period as a priority will receive emphasis in programming through Continuing Education and the instructional centres.
7. The College will continue to participate in a joint committee with the Open Learning Institute and other Lower Mainland Institutions, to coordinate all forms of distance education offerings, and especially those delivered by television in order to provide maximum access.

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GOALS

Cooperation with Community Groups

Vancouver Community College will -

- interpret its role to the community at large and actively involve itself in, and inform itself of, its community;
- act as a centre of community life by encouraging its community to use College resources and services; and,
- encourage participation by the community in College affairs and elicit its support of informed decision-making.

Objectives

1. Improve relationships with the community and its leaders, government, and business, as well as other types of organizations in order to exchange information in a cooperative and collaborative manner.
2. Maintain cooperative and collaborative relationships with other educational institutions in order to better understand the educational needs of the community at large.
3. Develop the College's role in providing for community use of its resources and services.
4. Assess the provision of resources for community use in light of unmet needs, and act to meet those needs which complement effective learning.
5. Establish and maintain the appropriate advisory bodies necessary to support effective communication and decision-making by College constituencies.

H.E. Pankratz
1983 February 02

LIFELONG LEARNING

GOAL STATEMENT:

Vancouver Community College will actively promote, in cooperation with the public and private sectors, an enriched life for community members, a significant contribution to training for the labour force, support for business and industry and an improved quality of community life, by developing a range of education delivery strategies through which a wide variety of opportunities can be provided to enable adults to continue learning throughout their lives.

OBJECTIVES -

- To sustain and increase the delivery of educational services and support for the ongoing development of the community by cooperating with diverse community organizations.
- To maintain and expand a comprehensive range of learning opportunities designed to provide professional upgrading and enhance employment opportunities.
- To establish and maintain new part-time learning opportunities in employment-oriented programs to meet technological advances and labour market requirements.
- To increase the level of revenue generating training activity specifically targeted to the training requirements of business, industry and other agencies.
- To foster self-directed learning through the development of alternative delivery strategies employing innovative educational technology as appropriate.
- To expand learning opportunities for the adult special education population by conducting further needs assessment and developing courses/programs and services to satisfy the identified requirements.
- To provide a wide range of revenue generating learning opportunities which contribute to the attainment of applied personal skills and effective use of leisure time for personal development.

Vancouver Community College

VANCOUVER VOCATIONAL INSTITUTE

FIVE YEAR PLAN

CHANGES IN PROGRAMS

H.W. RERUP
1983 MAY 03

Vancouver Community College
VANCOUVER VOCATIONAL INSTITUTE

FIVE YEAR PLAN

CHANGES IN PROGRAMS

1) BASE PROGRAMS:

Job oriented training has the highest priority in projections articulated by both the provincial and federal governments. Within this category of programs, special emphasis has been placed on high technical skill shortages areas.

When looking ahead over the five year span of the plan, these factors must be kept in the forefront. Another serious consideration must be the amount of training undertaken at an ever increasing rate on temporary funding, specifically in the skill shortage areas and health areas.

Therefore, on the basis of all available indicators, it must be concluded that the volume and mix of the occupational training within the base must be maintained, and that any shifts within the occupational groups must be done by means of adjusting the growth, either within the College's base or through temporary or specific funding as currently is the case.

2) ALTERNATIVE PROGRAM PROPOSALS:

All the instructional departments have examined the continuation of the level of training in existing programs and the need for new programs in order to respond to needs identified in the Community, i.e. Business and Industry.

Each department has ranked its program proposal of their perceived importance. The division in turn has done a divisional ranking, and the administrators, together with the division chairmen, have produced an overall campus ranking.

To suggest that the program proposals have been refined and developed fully is incorrect. However, class schedules for 1984/85 have been prepared and the space requirements have been examined against what is available. All Skill Growth fund proposals have been incorporated into the overall plan.

a) Existing Program Mix

The current program mix within the four groupings of the Occupational category have been calculated and tabled as a percentage of the total current S.C.H. volume.

b) Program Mix of Temporary Funded Training

For information and reference, the amount of training done on temporary funding has been broken down and recorded as a percentage of the corresponding base.

c) Proposed Program Proposal and Resulting Mix:

Some 92 program proposals have been dealt with. Attached is the total ranking (Appendix 'A'), and the subgroup rankings (Appendix 'B').

When receiving and revising that many program proposals it becomes difficult to get a true impression of the program mix. One occupational program grouping may have many more proposals than another, and may, when viewed in total, provide one program mix which is different from the intended priorities.

For that reason, the program mix has been determined at various levels, i.e. for the first 20, 40, 60, or all program proposals.

PROGRAM GROUPING		83/84 VVI	83/84 VVI	87/88 FINAL	87/88 FINAL	87/88 FINAL	87/88 FINAL
		PROGRAM	PROJECTED	ALTERNATIVE	ALTERNATIVE	ALTERNATIVE	ALTERNATIVE
		BASE MIX %	TFC MIX %	GROWTH 20	GROWTH 40	GROWTH 60	GROWTH 92
				PROGRAMS	PROGRAMS	PROGRAMS	PROGRAMS
<u>INDUSTRIAL</u>	GROWTH		+14.0%	+56.2%	+65.5%	+76.2%	+80.1%
	VVI MIX	40%		46.3%	43.9%	44.1%	40.9%
<u>BUSINESS</u>	GROWTH		+10.6%	+23.4%	+53.3%	+56.1%	+83.7%
	VVI MIX	27%		25.3%	27.1%	26.1%	27.8%
<u>SERVICE</u>	GROWTH		+5.8%	0	+16.9%	+27.9%	+44.0%
	VVI MIX	23%		16.9%	17.1%	17.7%	18.0%
<u>HEALTH</u>	GROWTH		+9.7%	+23.2%	+46.8%	+60.3%	+93.3%
	VVI MIX	12%		11.5%	11.9%	12.2%	13.3%
<u>VVI TOTAL GROWTH</u>			+10.8%	+29.0%	+49.4%	+58.4%	+74.8%
		100%	110.8%	129.0%	149.4%	158.4%	174.8%

The criteria used in program ranking were:

- Programs are operating already on TFC
- High tech program proposal
- Provincial and Federal priorities
- Existing high capital investment.

Vancouver Community College
VANCOUVER VOCATIONAL INSTITUTE

APPENDIX 'A'

FIVE YEAR PLAN
ALTERNATIVE PROGRAM RANKING

1983 04 28

Program	Department	Division	Needed Space
1) Word Processing	Business	B & H	1 classroom
2) Drafting - Computer Assisted	Drafting	I	-
3) Junior Computer Programmer	Medcom	B & H	-
4) Machinist (Existing Program)	Machinist	T	-
5) Computer Numerical Control Machinist	Machinist	T	'4' room lab
6) Energy Management Technologist	Power Engineering	T	1 classroom
7) Refrigeration Technician	Power Engineering	T	1 lab
8) Computer Systems Technologist	Electronics	I	'4' room lab
9) Dental Technician (2 year pre-apprentice)	Dental	B & H	-
10) Dental Mechanic (2 year pre-apprentice)	Dental	B & H	-
11) Electricity (Existing Program)	Electricity	I	-
12) Electronics (Existing Program)	Electronics	I	-
13) Welding (Basic, Intermediate, & Advanced)	Welding	T	-
14) Welding Upgrade	Welding	T	-
15) Machinist-Upgrade General	Machinist	T	-
16) Drafting (Existing Program)	Drafting	I	-
17) Industrial Electronics Technician	Electronics	I	-
18) Drafting - Heating/Ventilation	Drafting	I	1 lab
19) Robotics Technician	Electronics	I	1 lab
20) Word Processing Supervisor	Business	B & H	-
21) Business (Part Time)	Business	B & H	-
22) Dental Receptionist	Dental	B & H	-
23) Meatcutting Apprentice	Food Trades	S	-
24) Baking Apprentice	Food Trades	S	-
25) Printing Production (Existing Program)	Printing Production	T	-
26) Medcom (Part Time)	Medcom	B & H	-
27) Graphic Arts Computer Estimating	Printing Production	T	-
28) Canadian Electrical Code	Electricity	I	-
29) Medical Electronics Technician	Electronics	I	1 lab
30) Drafting - Electrical & Electronics	Drafting	I	1 lab
31) Construction-Supervisory	Building Construction	T	-
32) Machinist-Upgrade Technical	Machinist	T	-
33) Graphic Arts-Apprenticeship (Full Time)	Printing Production	T	-
34) Nursing (Part Time)	Nursing	B & H	-
35) Nursing Aide Upgrade	Nursing	B & H	-
36) Word Processing Manager	Business	B & H	-
37) Baking - Industrial	Food Trades	S	-
38) Scanner Operator	Printing Production	T	-
39) Electrical Operator Technician	Power Engineering	T	-
40) Drafting - Marine	Drafting	I	-
41) Motor Control Technician	Electricity	I	1 classroom
42) Boiler Operator (Full Time)	Power Engineering	T	1 classroom
43) Web Press Operator	Printing Production	T	-
44) Psychogeriatric Practical Nursing	Nursing	B & H	-
45) Electrical Maintenance & Planning Techn	Electricity	I	-

46) Dental (Part Time)	Dental	B & H	-
47) Hairdressing Salon Management	Hairdressing	S	-
48) Instrumentation-Apprenticeship	Power Engineering	T	-
49) Dental Assisting Upgrade	Dental	B & H	-
50) Power Metering Technician	Electricity	I	1 classroom
51) Cashier/Checker	Food Trades	S	-
52) Building Construction (part time)	Building Construction	T	-
53) Advanced Computer Operator	Business	B & H	-
54) Lighting Design & Application Technician	Electricity	I	-
55) Cooking - Chinese Cuisine (Existing Program)	Chinese Cuisine	S	-
56) Welding Technology Management (Part Time)	Welding	T	-
57) LPN Pre-licensure	Nursing	B & H	-
58) Records Management	Business	B & H	-
59) Drafting - Machine Details	Drafting	I	-
60) Cooking - Chinese Dim Sum	Chinese Cuisine	S	-
61) Power Engineering (Part time)	Power Engineering	T	-
62) High Voltage Technician	Electricity	I	-
63) Hotel/Motel Front Desk Clerk	Food Trades	S	1 classroom
64) Men's Hairstyling Apprentice	Hairdressing	S	-
65) Welding Upgrade (Part Time)	Welding	T	-
66) Baking - (Part Time)	Food Trades	S	-
67) Skin Care (Part Time)	Hairdressing	S	-
68) Activity Aide	Nursing	B & H	-
69) Nursing Aide	Nursing	B & H	-
70) Drafting - Cartography	Drafting	I	-
71) Technical Illustration	Drafting	I	-
72) Kitchen Management (Part Time)	Food Trades	S	-
73) Administrative Supervisor Manager	Business	B & H	1 classroom
74) Insurance Adjuster	Business	B & H	1 classroom
75) Cooking (Part Time)	Food Trades	S	-
76) Cocktail & Bar Management (Part Time)	Food Trades	S	-
77) Funeral Service	Nursing	B & H	1 classroom
78) Legal Assistant	Business	B & H	1 classroom
79) Advanced Hairdressing (Part Time)	Hairdressing	S	-
80) Skin Care - Master (Part Time)	Hairdressing	S	-
81) Junior Travel Agent	Medcom	B & H	-
82) Computer Phototypesetting Word Processing	Business/Print. Prod.	B&H/T	1 lab
83) Make-up Artistry (Part Time)	Hairdressing	S	-
84) Records Management Coordinator	Business	B & H	1 classroom
85) Transportation Clerk	Medcom	B & H	1 classroom
86) Advanced Make-up (Part Time)	Hairdressing	S	-
87) Engineering Scientific Word Processor	Business	B & H	-
88) Microcomputer Management	Business	B & H	1 classroom
89) Resource Accountant	Business	B & H	-
90) Chinese Cooking (Part Time)	Chinese Cuisine	S	-
91) Manufacturing Accountant	Business	B & H	-
92) Dental Hygienest	Dental	B & H	-

Vancouver Community College
VANCOUVER VOCATIONAL INSTITUTE

APPENDIX 'B'

FIVE YEAR PLAN

ALTERNATIVE PROGRAM RANKING BY DIVISION

1983 05 02

Program	Department	Division	Needed Space
B 1) Word Processing	Business	B & H	1 classroom
B 2) Junior Computer Programmer	Medcom	B & H	-
B 3) Word Processing Supervisor	Business	B & H	-
B 4) Business (Part Time)	Business	B & H	-
B 5) Word Processing Manager	Business	B & H	-
B 6) Records Management	Business	B & H	-
B 7) Administrative Supervisor Manager	Business	B & H	1 classroom
B 8) Insurance Adjuster	Business	B & H	1 classroom
B 9) Legal Assistant	Business	B & H	1 classroom
B 10) Junior Travel Agent	Medcom	B & H	-
B 11) Computer Phototypsetting Word Processing	Business/Print. Prod.	B&H/T	1 lab
B 12) Records Management Coordinator	Business	B & H	1 classroom
B 13) Transportation Clerk	Medcom	B & H	1 classroom
B 14) Engineering Scientific Word Processor	Business	B & H	-
B 15) Microcomputer Management	Business	B & H	1 classroom
B 16) Resource Accountant	Business	B & H	-
B 17) Manufacturing Accountant	Business	B & H	-
H 1) Dental Technician (2 year pre-apprentice)	Dental	B & H	-
H 2) Dental Mechanic (2 year pre-apprentice)	Dental	B & H	-
H 3) Dental Receptionist	Dental	B & H	-
H 4) Medical Electronics Technician	Electronics	I	1 lab
H 5) Nursing (Part Time)	Nursing	B & H	-
H 6) Nursing Aide Upgrade	Nursing	B & H	-
H 7) Psychogeriatric Practical Nursing	Nursing	B & H	-
H 8) Dental Assisting Upgrade	Dental	B & H	-
H 9) LPN Pre-licensure	Nursing	B & H	-
H 10) Activity Aide	Nursing	B & H	-
H 11) Nursing Aide	Nursing	B & H	-
H 12) Funeral Service	Nursing	B & H	1 classroom
H 13) Dental Hygienest	Dental	B & H	-

Program	Department	Division	Needed Space
I 1) Drafting - Computer Assisted	Drafting	I	-
I 2) Machinist (Existing Program)	Machinist	T	-
I 3) Computer Numerical Control Machinist	Machinist	T	'4' room lab
I 4) Energy Management Technologist	Power Engineering	T	1 classroom
I 5) Refrigeration Technician	Power Engineering	T	1 lab
I 6) Computer Systems Technologist	Electronics	I	'4' room lab
I 7) Electricity (Existing Program)	Electricity	I	-
I 8) Electronics (Existing Program)	Electronics	I	-
I 9) Welding (Basic, Intermediate, & Advanced)	Welding	T	-
I 10) Welding Upgrade	Welding	T	-
I 11) Machinist-Upgrade General	Machinist	T	-
I 12) Drafting (Existing Program)	Drafting	I	-
I 13) Industrial Electronics Technician	Electronics	I	-
I 14) Drafting - Heating/Ventilation	Drafting	I	1 lab
I 15) Robotics Technician	Electronics	I	1 lab
I 16) Printing Production (Existing Program)	Printing Production	T	-
I 17) Graphic Arts Computer Estimating	Printing Production	T	-
I 18) Canadian Electrical Code	Electricity	I	-
I 19) Drafting - Electrical & Electronics	Drafting	I	1 lab
I 20) Construction-Supervisory	Building Construction	T	-
I 21) Machinist-Upgrade Technical	Machinist	T	-
I 22) Graphic Arts-Apprenticeship (Full Time)	Printing Production	T	-
I 23) Scanner Operator	Printing Production	T	-
I 24) Electrical Operator Technician	Power Engineering	T	-
I 25) Drafting - Marine	Drafting	I	-
I 26) Motor Control Technician	Electricity	I	1 classroom
I 27) Boiler Operator (Full Time)	Power Engineering	T	1 classroom
I 28) Web Press Operator	Printing Production	T	-
I 29) Electrical Maintenance & Planning Techn	Electricity	I	-
I 30) Instrumentation-Apprenticeship	Power Engineering	T	-
I 31) Power Metering Technician	Electricity	I	1 classroom
I 32) Building Construction (part time)	Building Construction	T	-
I 33) Lighting Design & Application Technician	Electricity	I	-
I 34) Welding Technology Management (Part Time)	Welding	T	-
I 35) Drafting - Machine Details	Drafting	I	-
I 36) Power Engineering (Part time)	Power Engineering	T	-
I 37) High Voltage Technician	Electricity	I	-
I 38) Welding Upgrade (Part Time)	Welding	T	-
I 39) Drafting - Cartography	Drafting	I	-
I 40) Technical Illustration	Drafting	I	-

Program	Department	Division	Needed Space
S 1) Meatcutting Apprentice	Food Trades	S	-
S 2) Baking Apprentice	Food Trades	S	-
S 3) Baking - Industrial	Food Trades	S	-
S 4) Hairdressing Salon Management	Hairdressing	S	-
S 5) Cashier/Checker	Food Trades	S	-
S 6) Cooking - Chinese Cuisine (Existing Program)	Chinese Cuisine	S	-
S 7) Cooking - Chinese Dim Sum	Chinese Cuisine	S	-
S 8) Hotel/Motel Front Desk Clerk	Food Trades	S	1 classroom
S 9) Men's Hairstyling Apprentice	Hairdressing	S	-
S 10) Baking - (Part Time)	Food Trades	S	-
S 11) Skin Care (Part Time)	Hairdressing	S	-
S 12) Kitchen Management (Part Time)	Food Trades	S	-
S 13) Cooking (Part Time)	Food Trades	S	-
S 14) Cocktail & Bar Management (Part Time)	Food Trades	S	-
S 15) Advanced Hairdressing (Part Time)	Hairdressing	S	-
S 16) Skin Care - Master (Part Time)	Hairdressing	S	-
S 17) Make-up Artistry (Part Time)	Hairdressing	S	-
S 18) Advanced Make-up (Part Time)	Hairdressing	S	-
S 19) Chinese Cooking (Part Time)	Chinese Cuisine	S	-

THE FIVE YEAR PLAN

Deep in the bowels of old St. Anne's
There lives a most impressive man.
A PLANNER who has heard the chimes
Of the swinging paradigms.
And fretting much about the fate
Of colleges, in most industrial states
He worked from Monday through to Friday
To find a means to make them TIDY
And pleased with his creation then,
He took it to his A.D.M.

Soon far and wide went out the call
To Principals both great and small
To leave behind all their euphoria
And come at once to old Victoria.
When each of them had found his chair
Beneath the A.D.M.'s cold stare,
The Great Panjandrum arose
And addressed the quaking C.E.O.'s.

"Because you are willing and disobedient
The time has now become expedient
To trim your kilts and rein you in
And teach you to start thinking thin.
So without a single question asked
You will complete the following task.

After the 'environmental scan'
You must prepare a five year plan
In language clear and unembellished
(Purple prose is here not relished)
All assumptions shall be specified
All base objections cut and dried
And if you wish to avoid arraignment
Close the gap to 'goal attainment'
And moreover with celerity
Reach for 'institutional complementarity.'

Tell me now in thrity pages
How you will control the wages
Of your faculty and staff
And of all the other college riff-raff.
To reduce their numbers is your mission
You can always use attrition.

Now as for studies, quickly fix
A minimum care-program mix
And please no academic hocus-pocus
We expect a man-power focus.
Course offerings are clearly out of whack
From Henceforth you will keep on 'TRAC.'"

And Solon then, his soughing O'er
Soddled out the chamber door.

A. F. Soles,
Ministry of Education.

