



# Northwest *Passages*

Volume 9, No. 3

Northwest Community College

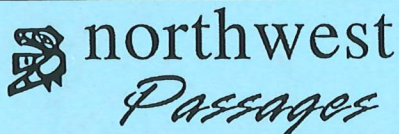
November 1995

## COLLEGE SERVICES

PHONE (604) 635-6511

COLLEGE BOARD  
PRESIDENT  
VICE-PRESIDENT, ADMIN.  
BURSAR  
FINANCIAL SERVICES  
EDUCATIONAL &  
STUDENT SERVICES  
FAX: (604) 638-5461

PERSONNEL  
PROGRAM SUPPORT &  
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REGISTRAR'S OFFICE  
FAX: (604) 635-3511



**Help us keep  
you informed!**

**Submission deadline  
1st Friday in the month**

Deliver contributions by  
hand, internal mail or  
FAX: 638-5461

to:  
**Carol Reynolds  
College Services**

*Northwest Passages is produced  
monthly, with the exception of July  
and August.*

### Safer Campuses

Safer Campuses Coordinator  
Melissa Munn, Institutional  
Representative and Co-Chair of the  
Regional Committee, Barb Sheridan  
and a student representative, Stacey  
McCarron attended the provincial  
Safer Campuses Initiative meeting  
held in Vancouver on November 2  
and 3. Representatives from most of  
the colleges, institutes, and the  
universities attended. The meeting  
consisted of workshop-type  
activities, idea-brainstorming  
sessions and various presentations.

A very interesting presenter — Mary  
Fedorchuk of the Ministry of  
Womens' Equality who works in  
policy analysis, gave an overview of  
a tool that is used for policy review  
in that Ministry, called the "Gender  
Lens." This tool can be applied to  
curriculum as well as policy develop-  
ment.

An excellent presentation was made  
by Michelle Birch-Connery and  
Donna Abram about academic  
freedom and harassment issues.  
Donna Abram is a faculty member at  
North Island College and is also a  
representative to the College and  
Institute Educators Association  
(CIEA) from North Island.

One very important aspect of attend-  
ing these provincial meetings is the  
sharing of information, both in  
written form and verbal descriptions  
of Safer Campuses activities at each  
institution. Jean Campbell of the

### INSIDE

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*Included in this  
edition....*

*Education Council  
News, November/95*

Ministry of Skills, Training and  
Labour is the coordinator of the  
Safer Campuses Initiative provincial-  
ly. We are very grateful to Jean for  
pursuing funding for this initiative.  
We were pleased to find that we  
have very good student involvement,  
unlike some of the other institutions  
who are struggling to find ways to  
get that participation.

Some publications that were shared  
were — bookmarks, policies on  
harassment, strategies for preventing  
workplace violence, notepads with  
messages on them, and personal  
safety guides. Watch for publication  
of Northwest Community College's  
Safer Campuses Personal Safety  
Guide!

*How you can get involved — call  
Barb Sheridan at (638-)5418 or  
Melissa Munn at 5229. We are con-  
sidering a week long event to raise  
awareness about safety issues and  
would like your input/participation!*

*- Barb Sheridan*

## We've Come a Long Way

### *OFFICE RULES in 1852!*

The firm has reduced the hours of work, the staff will now only have to be present between 7 am and 6 pm.

Clothes must be of a sober nature. Each member of the clerical staff must bring 4 pounds of coal each day, during cold or damp weather.

No member of the clerical staff may leave the room, without permission from Mr. Rogers. Calls of Nature are permitted.

No talking is allowed during business hours. The craving of tobacco, wines or spirits is a human weakness and such is forbidden. The partaking of food is allowed between 11:30 and Noon, but work will not on any account cease.

#### *Increased weekly wages are:*

Junior Boys (5 to 11 years)	.15
Boys (to 14 years)	.25
Junior Clerks	1.05
Senior Clerks	2.50
<i>(after 15 years with owners)</i>	

All Apprentices are to be indentured from 7 to 12 years; any breach of Contract is faulted, by law, to jail term, and fine to the parents.

#### **The Printing Office**

Kings Landing Historical Settlement  
New Brunswick, Canada

- PBB Customs Consultants,  
Vol. 5, No. 3

## Staff News

*Ian MacLean* has been hired to teach *ABE* in Kincolith.

*Ivan Thompson, Director, Eastern Region* has announced his resignation effective January 1996.

### **Workshop Well Attended**

Sixteen instructors attended a two day workshop on September 29th and 30th entitled "*Implementing Employability Skills in the ABE Classroom*".

The workshop was delivered by Ray McNamara from the University College of the Caribou who has an intensive background in life skills training and workplace preparation projects.

*Should you wish to discuss the workshop please call Elaine Walker, Chairperson, ABE Professional Development Committee, local 5351.*

## Dental Information

There is a new preventative treatment being introduced in the fight against cavities. Dentists and hygienists are now being taught that tooth decay and gum disease are bacterial infections that can be diagnosed and treated simply and painlessly.

This treatment plan includes a saliva test to determine a person's level of risk to the infection a painless topical varnish called chlorhexidine home care fluoride products scaling and even anti-infectives for the more severe signs of infection. While this treatment is not presently covered by most dental plans, proponents of this form of treatment feel that, over time, cost savings in private plans will be a direct result. Only when employer groups move to try this new treatment, will data be developed to either refute or confirm these claims.

In the meantime, just imagine no more "*drill, fill and bill*" trips to your friendly dentist!

**YOUR NEWS IS IMPORTANT!**

Submissions to **NORTHWEST PASSAGES** is the 1st Friday of the month.

Don't miss out.....mark these dates on your calendar today!

Dec. 1st...Jan. 5th...Feb. 2nd...March 1st  
April 4th (Thursday) (April 5th is Good Friday)  
May 3rd & June 7th.

# Extract From "DSEA Perspectives", a Newsletter of the Post-Secondary Employers' Association, Vol. 1, No. 2

## A Veteran's Viewpoint

Bill Day, one of the college and institute sector's best known and most colourful personalities, retired this summer after 25 years with Douglas College and a lifetime in adult education. A member of the PSEA Board of Directors since its inception, Bill will not be retiring into the sunset but will be pursuing new goals. Wendy Sheppard caught up with him just before he left Douglas in August and asked him to share some viewpoints and predictions.

**W.S.:** As a veteran of the post secondary system, you have seen incredible changes in the past 25 years. Which do you feel had the greatest impact on the college and institute system?

**B.D.:** There is no doubt in my mind that the 1988 Access for All initiative had the biggest qualitative effect on the entire system. That was an absolutely major strategic shift in direction. It placed a great deal of emphasis on degree granting by the college and institute system, which instantly created a competing set of values to those which had, up to then, dominated the system.

The creation of university colleges brought into the system a whole set of values that hitherto had belonged to the universities and gave them power and credibility within the college and institute system. It brought about a confusion, if not an outright collision, of values inside the system with which we are still struggling.

**W.S.:** Change doesn't happen overnight in the public sector, as we all know. Do you think private colleges are able to respond more

quickly just because they are private colleges?

**B.D.:** Oh, yes. The technical capacity of a proprietary school to respond more quickly is easier because, by definition, that school is owned and therefore can and will be managed to the welfare of the owners.

Technically a private school can change more quickly, but that does not mean that the private schools enjoy or seek out change any more than any other organization does. They change when they have to. In the case of a private school, because of the vital interconnection between cash flow and their very survival, they tend to move more quickly to follow what they perceive as a market demand. For me, the issue is not so much private versus public as it is other learning systems, and those can be private or public.



Take, for example, the Open Learning Agency. That's a public enterprise consciously created to provide an alternative to the traditional ways of delivering learning, and it has been a brilliant success in forcing a degree of competitiveness into the system. The OLA has probably had more qualitative effect on the public system than any competition from private schools which, when you

look very closely at their anatomy, run very conservative models. The biggest push for change will be other systems of learning, and we haven't even begun to see the effect of the Internet and electronic means of delivery.

The OLA has probably had more qualitative effect on the public system than any competition from private schools.

**W.S.:** Fear has been expressed lately for the future of the colleges as we know them if things don't change. In the same breath unions and their unwillingness to move with the times are mentioned. What is your reaction to that?

**B.D.:** Firstly, colleges and institutes as we know them are already changing like mad anyway. And that set of changes has nothing to do with money--it has everything to do with what is perceived as government expectations and assumptions about the purpose of the system.

Secondly, I don't buy the notion that a union, through a radical insistence on outmoded views, creates a world in which its members no longer have a function. People who work in organizations have a legitimate interest in protecting their interests. My experience with both the BCGEU and faculty associations is that, by and large, their leadership is as intelligent as both the administrators of the colleges and our government leaders. I believe that when people

*(Continues on Page 4)*

(Continued from Page 3)

are persuaded of the reality of an impending change, they are eager to get at it. The real issue comes back to credibility. Is that change really there or is it simply a way of securing a benefit for the employer through a proper sounding line of rhetoric? In my mind it comes down to the college and government administrations clearly and convincingly demonstrating (and that means using hard data) to the union leadership that change either has occurred or is on the point of occurring and therefore must be dealt with. It comes down to two words--show me.

So, I do not view unions as being a major part of the problem. A real part of the problem is coming to grips with what the changes are, accepting that reality and communicating it adequately. Those are management jobs, not union jobs. Unions are there for a particular purpose--they are not the authors of their institutions' downfalls.

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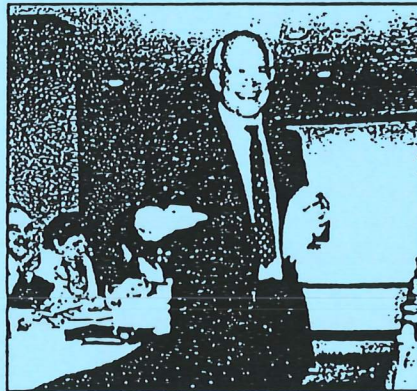
The beautiful thing to me about the development of our community colleges and institutes in this province is that it was a sustained effort to make the best of the old system, which was geared for the fortunate, available to everyone.

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**W.S.:** What do you see as the major hurdle for the system and for the PSEA over the next couple of years?

**B.D.:** I think it will be the issue of cynicism in the system on the part of administrators, faculty, staff and government officials regarding the

degree to which there is a truly changed environment within which we are operating. The rhetoric is there, some of the indicators are there, but there are a lot of people who, deep down inside themselves, are saying, "I wonder whether it is really changed or if it's just one more replay of the same old song-and-dance." The biggest hurdle for PSEA is that aura of cynicism which could lead for a little while to business as usual and then very quickly become a completely changed system in which PSEA itself no longer exists or is needed in its own right.



Bill Day serves up a treat for his colleagues at his last PSEA Board meeting.

**W.S.:** What prediction would you make about what the system will look like in ten years?

**B.D.:** If somebody had asked me ten years ago what the system would look like today, I never would have dreamed that we would be talking about what is currently evolving. I would argue that in ten years there will still be two great struggles going on. One is the struggle over who the system serves. Does it serve government or does it serve the upper middle class or does it serve those in power positions or is it there to serve ordinary people to try to do the best with their lives that they can through learning? Those great themes have been with education

since the dawn of history and the beautiful thing to me about the development of our community colleges and institutes in this province is that it was a sustained effort to make the best of the old system, which was geared for the fortunate, available to everyone. That war will still be being fought in ten years from now in one guise or another.

The second element to that battle is to what degree are we prepared to spend money on people other than ourselves. Who pays and who gets to benefit?

**W.S.:** We have been speaking a lot about change. With your career at Douglas College rapidly coming to a close, what kind of changes do you see for yourself in your next life?

**B.D.:** At this point, I view myself as being in a somewhat enviable position. I will be leaving the College after many years of satisfying work and will have the opportunity to work with old and some new colleagues at the University of British Columbia in the Centre for Policy Studies in Education. This will give me an office facility, a vantage point from which to do some writing, research and, I hope, some teaching. I would probably see an evolutionary phase in which I maintain some connections with the field and gradually pursue some new interests such as learning to fly, learning to rebuild automobiles, learning how to play musical instruments and perhaps just learning how to play.

Good luck, Bill. We'll miss your frankness and your humour.



# CENTRAL REGION

## TERRACE

PHONE (604) 635-6511

FAX: (604) 638-5432

## NASS VALLEY

PHONE (604) 633-2292

FAX: (604) 633-2463

## Success at Open House & Garage Sale

The Terrace Campus Child Care Centre "Open House and Garage Sale" held Saturday, October 21st turned out to be a wonderful success despite the grey day. Child Care staff gave community members individual tours of the centre while early morning crowds bought bargains and ate burgers. The \$1,370.36 raised will go towards the operating of our Child Care facility. A very special thank you to the faculty, college staff, students and parents that gave of their time as well as donations of cash and garage sale items. Your generosity and support helps us to provide a quality affordable and accessible child care program on campus.

- Joan Turecki,  
ECE Instructor

## Congratulations!

Sid Nair, instructing in the University Credit department, Terrace has recently obtained his Chartered Professional Engineership (CPeng). This professional qualification award is the highest recognition for a professional engineer in Europe and the Asia-Pacific region.

# EASTERN REGION

## HOUSTON

"The Learning Centre"

PHONE (604) 845-7266

FAX: (604) 845-3521

## SMITHERS

PHONE (604) 847-4461

FAX: (604) 847-4568

## STEWART

PHONE (604) 636-9184

FAX: (604) 636-2770

## THE HAZELTONS

PHONE (604) 842-5291

FAX: (604) 842-5813

## Houston Centre

The hallways of "The Learning Centre" are alive with a steady flow of students! Along with ABE, Continuing Education and Natural Resource Management, the start of the Transitions and the Career Development courses has each classroom full to it's capacity. Transitions has 12 students enrolled so far, and the numbers seem to be growing. Career Development has a total of 21 students, so we've been playing musical classrooms to accommodate everyone! Everything is running smoothly, both courses are off to a promising start.

Here's food for thought! The staff hosted a potluck chili lunch for the students on October 6th. It turned out to be an excellent way for all new and returning students as well as the college staff to get acquainted with each

other. The staff hopes to host these luncheons once a month.

October was the host of two events for students! Ghosts and Goblins (and some California Raisins) participated in a staff and student Hallowe'en potluck lunch. The food was delicious, and the costumes were equally impressive! Good food and fun was had by all!

The Morice Community Skills Centre has contracted with Northwest Planning Group Ltd. of Smithers to conduct a Training Needs Survey for regional employers. The survey of more than 180 employers between Hazelton and Burns Lake will take place between October 31 and December 31 with a final report due by the end of January 1996. This report will be public and will be available to interested parties. If you would like more information on the survey, you can contact Brenda Allen at the Morice Community Skills Centre in Houston.

A candlelight vigil was held the evening of November 7 at The Learning Centre parking lot for missing NWCC student Lana Patricia Derrick.

Oops! Northwest Passages, October issue indicated David Weaver is only working out of our Hazelton Centre when in fact he is also instructing at our Houston Centre. Sorry David.

# WESTERN REGION



## PRINCE RUPERT

PHONE (604) 624-6054

FAX: (604) 624-4920

## QUEEN CHARLOTTE ISLANDS

### QUEEN CHARLOTTE CITY

PHONE (604) 559-8222

FAX: (604) 559-8219

### MASSET

PHONE (604) 626-3627

FAX: (604) 626-3699

## Marketing Pizza Enters Classroom

A common concern with education is whether it provides learners with skills they can apply in the "real world". Aware of this concern, the local business instructor at NWCC attempted to bring the "real world" into the classroom.

A recent project involved a change to the basic Introduction to Marketing course, Marketing 150, over the summer months. According to *John Shepherd*, one instructor, "In my four years with the Rocky Mountain Business Development Centre, I saw several hundred businesses failed."

"As part of the preparation for the course, I prepared a detailed marketing plan for a proposed business. The idea was to show how the course material could be used to prepare a detailed marketing plan. A local Boston Pizza franchise was chosen as the project. A franchise requir-

ing \$1 million in financing is large enough to require detailed planning and yet not so large as the students would have a problem visualizing it. During my vacation in Vancouver, I had the opportunity to extensively research the concept and meet with the Directors of Franchising and Marketing at the Boston Pizza International headquarters in Richmond, B.C."

The result of this effort was a detailed marketing plan for a Boston Pizza franchise in Prince Rupert. This plan is being used as a concrete example throughout the course. "Essentially every aspect of marketing can be illustrated through the Boston Pizza example. I really appreciate the invaluable assistance provided by the Boston Pizza team in helping me prepare a plan that is both realistic and detailed."

*Instructors bring  
"Real World" to  
Class!*

*George Broderick* also brings in the "real world" into his courses. In his small business course, groups of students must prepare detailed business plans for small business ventures. As a part of his course, groups of students must present their business plans to a panel of local bankers who ask them questions and make candid comments to the learners. George states "Several of our graduates have established their own businesses after graduation. Other graduates work for public accounting firms and provide advice to small business owners. It is

important that they know how to finance a business start-up."

George treats the development of public presentation skills as top priority among his students, giving graduates an important edge in a tough job market. The learners are assisted in developing their public speaking skills gradually over the two year program in a supportive classroom environment.

Both instructors have extensive business experience in addition to their academic backgrounds. George has worked in industrial sales and management consulting, preparing business plans for clients and advising in strategic planning issues. He has experience in managing small businesses and in business turn-arounds, possibly the toughest task faced by any manager. George still provides consulting services to local businesses as a CASE counsellor for the Business Development Bank of Canada.

John has worked as a management consultant both on government projects and small business start-ups. He was self-employed for most of that time, so he can appreciate the joys and tribulations common in small business. Subsequently, he served 4 1/2 years with a Business Development Centre, providing business advice to several hundred entrepreneurs and analyzing numerous business plans.

*John Shepherd,  
Business Administration,  
Prince Rupert*

## Marketing College Programs

The Business Administration instructors at the Prince Rupert campus have achieved success in attracting students through effective marketing. The numbers of full and part-time first year students in the Business Administration program have doubled over the past year. Continued growth is expected over the next year.

Key to our growth over the past year has been the use of standard marketing techniques for service businesses. Marketing a service is challenging as you can't see or touch it. However, it is possible to effectively market a program with a limited, even non-existent budget.

There are a number of key features to any effective marketing campaign for a service. Firstly, all the promotional activities should relate to a common theme. An ongoing focus on a single, simple message is the only way that an organization can cut through the advertising clutter in the media. The theme of the local business program is "quality, real world education at a reasonable price". All our promotional activities tie in with that theme.

Secondly, news stories are typically more effective than advertisements. Articles in newspapers are far more likely to be read and have greater credibility than advertisements. There are many events and success stories within the college that are newsworthy.

However, newspaper editors are busy people. Anything that you can do to make their job easier will increase the chance that your article will be accepted.

Successful press releases are designed from the view point of the reader (eg. "why should I read this?"), capture the attention of the reader at the start of the article, and are written in the same style as a reporter uses.

Thirdly, the personal angle should be stressed in promotional efforts. A continuing challenge that we face in the business program among our first year students helping them visualize the opportunities that the program opens up for them. The same problem, to an even greater degree, exists among the general public.

Service marketing handles this program by using testimonials and profiles of successful graduates. There is no better advertising than a successful graduate who has a meaningful job as a result of the program or progresses into university. The success of our graduates in their academic studies and in inter-college competitions should be recognized, not just internally, but by the general public.

In our experience, the local print media particularly like photographs of college events. Photographs are a particularly powerful form of promotion as they so clearly portray the personal side of activities. For example, last year's students competed among themselves at the local campus as part of the business simulation course. A photograph was taken of the winning team and carried by the weekly newspaper.

The work experience, expertise and qualifications of our instructors are also powerful marketing tools. The only real advantage that the college has over other educational bodies, in addition to our articulation agreements, is the caliber of our instructors. New instructors should be profiled in the local newspapers.

The successes of the existing instructors should be recognized publicly.

A common technique used by service businesses to demonstrate their expertise is to run a regular column in the local newspaper or business magazine. For example, the Rocky Mountain Business Development Centre in Cranbrook prepared regular submissions on small business related topics for the monthly newsletter published by the local Chamber of Commerce. Don Ross, the general manager for the operation, became known to the staff of the radio station as an expert in small business management and was regularly asked for radio interviews.

Fourthly, the most effective marketing tool is the promotional and community networking efforts of the individual instructors. The local business instructors regularly attend Chamber of Commerce meetings, other community meetings and contact prominent members of the local business community on an ongoing basis. Individual courses, workshops and entire programs can be effectively promoted by direct contact with the public. Even something as simple as using a facsimile machine to send information on specific courses to local organizations and businesses can be productive.

In summary, effective marketing does not require a large budget or unusual expertise. Local instructors, in coordination with a campus marketing committee, can be extremely effective in both promoting their individual programs and the college as a whole.

*John Shepherd,  
Business Administration,  
Prince Rupert*

# Education Council News

November 1995

Volume 1 Issue 3

## NEW MEMBERS ON ED. COUNCIL

The Education Council of NWCC consists of elected and delegated representatives of the College's community. Members of support staff, teaching faculties (CUPE and BCGEU), students and management form an integral part of this dynamic group.

Each Centre is represented by either faculty, staff or management and there are student representatives elected by the Student Association membership.

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***The results of the recent bi-election are in! Congratulations to Dave Weaver, Janet Stewart, and Glen Stromness.***

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*The best way to cope with change is to help create it!*  
- Senator Robert Dole

## Standing Committees of Education Council

### THE PEOPLE THAT REPRESENT YOU!!!

The following people represent the College community:

Doug Baker	Terrace	5402
Kathy Bedard (Chair)	PR	5715
Larry Bolingbroke	Terrace	5453
Cheryle Brown	Terrace	5371
Ron Correll (Vice Chair)	Kitimat	5607
Doug Foster	Terrace	5236
Ella Goodlad	Terrace	5340
Kate Greenall	Hazelton	5328
Clive Hall	Kitimat	5603
Norma Kerby	Terrace	5251
Terrie McAloney	Smithers	5808
Tirso Morales	PR	5737
Larisa Tarwick	Terrace	5317
Del Torgeson	Terrace	5284
John Wood	PR	5725
Dave Weaver	Hazelton	842-6710
Janet Stewart	Student Rep - Terrace	
Glen Stromness	Student Rep - Terrace	

The official recording secretary is Rhoda Burke.

For your information, the Education Council made some significant changes to the names of the Standing Committees, primarily to better reflect the committee's actual responsibility.

- \* Course/Program Curriculum and Articulation  
(Internal and External)  
Chair: Norma Kerby
- \* Educational Policy and Regulation  
Chair: Ron Correll
- \* Student Appeals, Policies and Procedures  
Chair: Tirso Morales
- \* Instructional and Professional Development  
Chair: John Wood
- \* Student Success:  
Chair: Larry Bolingbroke
- \* Learning Resources and Technology -  
Chair: Terri McAloney
- \* Admission, Assessment, and Awards -  
Chair: Ella Goodlad
- \* First Nations Participation and Education  
Chair: Larisa Tarwick
- \* Partnerships and Continuing Education  
Chair: Kathy Bedard
- \* International Education  
Chair: Doug Baker



# Your input is valuable to Ed. Council

*Your input is necessary to make Education Council a valued resource. If you wish to participate in any of the following Standing Committees of Education Council, please call my local 7515 and leave a message on my voice mail regarding your name, your locale, your local and the committee of choice!*

Educational Policy & Regulations	1st Wednesday	noon
Admission, Assessment, and Awards	2nd and 4th Tuesdays	noon
Student Appeals, Policy, and Procedures	3rd Monday	noon
Course/Program Curriculum and Articulation	2nd and 4th Mondays	noon
First Nations Participation and Education	1st Monday	10 - 3
Learning Resources & Technology	4th Friday	noon
Partnerships and Continuing Education	1st Thursday	noon
Educational Planning and Program Review	2nd and 4th Wednesday	noon
Professional & Instructional Development	3rd Wednesday	noon
Student Success	2nd Wednesday	3 pm
International Education	2nd Tuesday	3 pm

## MEETING DATES

The Education Council has set meetings dates for the upcoming fiscal year, locations will be published in our next newsletter. All staff are invited to attend these meetings.

November 17 - teleconference  
December - no meeting  
January 19  
February 16  
March 15  
April 10  
May 17

## STUDENT REPRESENTATIVES ARE STILL NEEDED!

A representative from the Prince Rupert Centre and an At Large student representative from centres other than Prince Rupert and Terrace are still required to fill the full complement of Education Council members.

NWCC is not the only College having difficulty in filling the student representative seats. There is a great deal of time to be dedicated to the Education Council, outside of the regular meetings, but NWCC needs your very important input!

If you want more information, don't hesitate to talk to any of the Council members.

*Never doubt that a small group of thoughtful, committed people can change the world. Indeed, it is the only thing that ever has.*

## QUESTIONS ABOUT EDUCATION COUNCIL

**How to Access/Request to Speak to Education Council**  
Contact the Chair, Kathy Bedard, at local 5715 and present a written request regarding the reason you wish to speak to Education Council. This can be discussed with you and perhaps suggest that a Standing Committee presentation may be the faster route.

**How can I become involved?**  
Talk to any member of the Education Council. Formal elections are held every two years and enlist full representation from all aspects of NWCC.

**What are the responsibilities of Education Council**  
Education Council is a legislated body to provide input and advice to the NWCC Board of Governors on educational matters. For details, call the Chair of Education Council or the information can be found in