



Northwest Passages

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Northwest Community College

September 1995

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northwest
Passages

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

**Help us keep
you informed!**

Submission deadline
1st Friday in the month

Deliver contributions by
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Carol Reynolds
College Services

Staff News

Faye Beaulieu has been hired as the *Community Education Administrator, Queen Charlotte City*, with the resignation of *Leslie Weaver*.

Phil Bialobzyski, will be instructing in the *Business department, Terrace*, replacing *Grant Bennest*.

Grant has taken the *Coordinator/Instructor* position of *Business programs* with the resignation of *Dave Himmelman*. *Dave* accepted a teaching position in *Abu Dhabi*.

Rhoda Burke hired for the position of *Education Council Secretary/Continuing Education Assistant, Prince Rupert*.

Sonja Chambers fills the position of *Reception/Cashier, Prince Rupert*.

Beth Westfall Davies has been hired to fill the position of *Director, Western Region*, with the resignation of *Pat Kucey*. Look for "Staff Profile of *Beth*" in *Western Region* section.

Corinne Desgagne, new *Program Clerk, Prince Rupert*.

Mae Derrick, fills a new position as *First Nations' Student Access Coordinator, Terrace*.

Stephen Doyle fills the position of *Regional Natural Resources Coordinator*. *Stephen* is based in *Smithers*.

Genevieve Ducharme fills the *Reception/Cashier* position, *Prince Rupert*.

Ted Eberle is instructing in the *Community Resource Worker* program in *Smithers*.

Rosemarie Goodwin & Joan Turecki have switched positions in *Early Childhood Education, Terrace*. *Rosemarie* is *Instructor/Coordinator*, and *Joan* is *Instructor*.

Roy Hachkevich takes the position of *Security/Maintenance* in *Prince Rupert*.

Tom Logan, will be instructing in the *Mechanics* section of the *Industry/Trades Department, Terrace*.

Dave McKeever, has been hired to fill the position of *Educational Advisor, Terrace* until *November* while *Ian Hamilton* takes on the position of *Access Project Coordinator*.

Mary McNeice moves from *Pre-School Supervisor* to *Day Care Coordinator* in the new Day Care Centre in Terrace.

Sharon Matthews is the new *Assistant Director, Haida Gwaii, Masset, Q.C.I.*

Melissa Munn, hired as *Regional Safer Campuses Coordinator*. Melissa's office is in Terrace. Look for Melissa as she visits around the region giving a helping hand to students and staff in becoming aware of making all campuses safer for everyone.

Patricia Nuyten hired to teach in the *Natural Resources program, Terrace*.

Beverley Clifton Percival, takes the position of *Community Resource Worker Coordinator* in Smithers.

Rosamund Pojar, hired to instruct *Biology, in Hazelton & Smithers*.

Shaha Shakerinia, hired to teach *Math and Chemistry* in Prince Rupert.

Saroj Sharma, fills the position of *Day Care Under 3's Assistant* in the new Day Care, Terrace.

Ken Shaw has been hired to instruct *Adult Basic Education, Prince Rupert*, replacing Charles Armstrong.

Barbara Steinbrenner fills the position of *Day Care Leader, Under 3's* for the Day Care in Terrace.

Tracey Strong hired as *Technical Assistant, Forest Technology program, Hazelton*.

Michael Tugwood has been working at the College for many years and is now on permanent staff in *Access Services, Terrace*.

Marie Twomey, will be the new *Food Steward, in the Cafeteria in Terrace*. This opening came about with the retirement of Ann MacKay last June.

Dina von Hahn is back at the Terrace campus as *Student Success Coordinator*. Her Ext. is 5364.

Paula Walbauer, leaves *Extension Services* to take a position in *Support Services, Terrace*.

Terry Walker, hired to fill the position of *Day Care Leader, Over 3's* in the College new Day Care, Terrace.

Back from maternity leave...
Emilia McConville, Admin. Assistant, Prince Rupert;
Ann-Marie Merkel, Business Instructor Terrace;
Cindy Motschilnig, Access Services, Terrace; and,
Coleen Taylor, Extension Services, Terrace.

REMEMBERING...

The College received word of the sudden passing of *Mathis Duerst* on August 24. Mathis was Coordinator of the Forest Technology program at our Hazelton Centre. Donations to a memorial scholarship fund can be made through Mary Ellen Perrault at the Smithers Centre.

Also, to inform everyone of the sudden death of *John Hiom*, University Credit faculty member from Prince Rupert who was on educational leave in Australia when a diving accident took his life in July of this year. A scholarship award has been set up in John's name and donations can be made through the Prince Rupert Centre.

Both individuals will be truly missed by all of us. They were knowledgeable and dedicated individuals who gave of themselves to the success of their students and their programs. The loss to the College of these two members is deeply felt.

- Michael Hill
President

President Returns From Summer at R.R.U.

I'm back!

Helping to create *Royal Roads University* was challenging, frustrating, exciting and even fun - usually all at once. Come to think of it, it was a lot like work here at NWCC.

In any case, the "sunny south" and the "big city" didn't seduce me...not even close! My heart is in the North and in the college system and not in southern universities although the experience was invaluable. I think that I helped, along with a lot of other good people, to get the new university off to a good start and I will be watching with great interest to see how it develops over the next few years.

For those that are interested, I would be happy to elaborate on my "summer vacation" in 1995....just ask. It will suffice for most to simply say that I learned a lot, made some new friends and contacts for NWCC and that it feels awfully good to be back.

- Message from Michael Hill, President, NWCC,
seconded to RRU, May - August/95.

Tie for Excellence in Teaching Award at BCIT

Two School of Business instructors are the recipients of this year's *Excellence in Teaching Award*. Peter Woolley, instructor of Accounting, & **Chris Kellman**, Business Math and Statistics instructor, join nine others in the School of Business who have been rated tops by their students. The judges found themselves seriously challenged to make their final decisions, and this year's tie is the third time a decision has been made to present *two* awards.

Once again, the broad support of students and the strong recommendations made for those who go above and beyond the call of duty in making the learning process an effective and valuable one proves out.

Students were long in their praise of Woolley, a pioneer member of staff who joined BCIT in its earliest years.

"We feel that Peter has been one of the best, if not the best, instructor we have had. He has consistently shown concern and empathy for the students throughout the program. His demeanor in class has always been positive and helpful. He was always prepared for lectures and consistently made the lectures enjoyable and interesting. We believe that the ability to make an accounting lecture interesting is a considerable feat in itself."

Praise was also heaped high for a rookie: **Chris Kellman** joined

BCIT just recently, but has obviously made his mark with his students.

"While students struggle to grab the math concepts and think that there is not a light at the end of the tunnel, Chris lights the torch to guide us through the dark. If class time and regular office hours still don't help, he makes time to help his students. Even if he has to wait around hours after his last class, he will do it.

Chris Kellman is on leave of absence from our Prince Rupert Campus.

Congratulations Chris on receiving this outstanding award.

Extra classes, review time and extra help are the norm with Chris, not the exception. Chris has a passion for helping and teaching that shows us he really

cares. Chris grabs our attention by using up-to-date examples from real-life situations. This helps to answer the question of why we are studying statistics."

Article taken from:
BCIT Update,
July 5/95

Thanks to NWCC Staff

"Thank you for the kind words and thoughtful gifts. It has been my pleasure to work with you over the last few years. I have found NWCC staff to be a great bunch to work with and look with pride at the courses that were presented.

I especially thank Peter Haigh. He always could be depended upon when the going got tough."

Once again, thank you.
Gail McDonald.

These kind words came in a thank you card from Gail who recently retired from the C.E.C. Office, Terrace.

ATTENTION INSTRUCTORS!

ALL instructors are reminded that copies of your current COURSE OUTLINES are to be sent to Rhonda Ross, College Services for the course files. Records of course outlines will often be required, in the years to come, to assist students in application to other institutions.

Brian Loptson, Director
Education & Student Support

Just the Facts

First opened in 1968 as the British Columbia Vocational School in Terrace. BCVS-Terrace became Northwest Community College in 1975. The College region, about 130,000 square kilometres, extends from the Queen Charlotte Islands to Houston and has a population of approximately 90,000 people.

Gross Annual Budget for 1995/96 is \$18,030,000

| Actual Enrollments for 1994/95: | FTE's | % |
|--|--------------|----------|
| Terrace | 631 | 40.2 |
| Prince Rupert | 305 | 19.4 |
| Kitimat | 187 | 11.9 |
| Hazelton | 150 | 9.5 |
| Smithers | 139 | 8.8 |
| Houston | 64 | 4.1 |
| Nass Valley | 53 | 3.4 |
| Queen Charlotte Is. | 38 | 2.4 |
| Stewart | 5 | .4 |
| TOTAL | 1572 | |

October 1994 Credit Program headcount:

1028 Full-time Students
522 Part-time Students

Night School and General Interest Programs for 1994/95 registered an additional 7731 students.

1995/96 annual tuition for a full-time student is \$1,188.00 for most programs.

| Total Staffing for 1995/96: | FTE's |
|------------------------------------|---------------|
| Instructional | 108.75 |
| Instructional Support | 27.00 |
| Clerical | 35.00 |
| Management | 16.50 |
| Other | 23.00 |
| TOTAL | 210.25 |

Average age of our credit program students is 29 years and 59% are female.

- Brian Lopton

Can Community Colleges do the Job?

The atmosphere in which community colleges operate is changing significantly. At the same time, colleges are operating under a growth and expansion model which may no longer be tenable. The one question that needs to be asked, in the midst of all the rhetoric about community colleges providing workforce training for the twenty-first century, is: Are community colleges really equipped to handle the job? And if they are not, what should they do to ready themselves?

Current Trends

The budget crisis is going to continue indefinitely. Colleges will be under pressure to create fee-for-service activities that will generate the new sources of revenue they will need in order to survive, let alone perform all the functions for which there are demands.

Societal disruption will continue. In the global economy, those who have the information and the skills will do well, and those who have low skills and low educational levels will be struggling to survive. This will put tremendous stress on community colleges, which have traditionally served the underprepared.

Traditional learning centres, which have implicitly meant that students had to be physically present on campus to learn, will become a thing of the past. Future educational services will necessitate a reexamination of educational delivery systems, depending heavily upon the electronic highway that is rapidly becoming available. Students

will be able to bring in international experts from around the world via the Internet or through interactive video - an interesting prospect with considerable implications for the faculty in classrooms today.

Institutional Mission

If community colleges change their mission to include workforce training, what impact will this have on what they have done traditionally? Can colleges reconcile their egalitarian agenda with the new agenda - one that includes generic and literacy skills, as well as those that are company specific? The private sector wants employees who are trained in current, relevant, and up-to-date information and processes. For this reason, colleges must reconcile business and industry agendas with their own.

Are community colleges prepared to adjust their current mission to meet the needs of the changing environment? For instance, is it still viable to be offering programs for the under-prepared and underemployed? Should colleges be exploring new ways of doing things, and are there things they are presently doing that can and should be done by others? Perhaps public schools should be charged with offering basic education to all age groups, leaving community colleges free to concentrate on the higher end of the training spectrum - especially given that technological advancements are moving forward with incredible speed.

Strategies for Success

In order to participate effectively in the private sector training market, colleges must move from those learning services that

are given uniformly to groups to those that are customized, individualized, and tailor-made for all students. And, particularly given current budgetary restraints, colleges must also move away from delivering fixed educational courses and move towards modular competency-based packages that are flexible, cost-effective, and client-scheduled. Without these changes, colleges will embarrass themselves and weaken their credibility.

Colleges must learn to adopt a larger world view. They need to start thinking globally and then apply that perspective to local situations. Colleges can do this by rethinking narrow, parochial views of the world and creating one-stop educational centres that will allow students to take advantage of the comprehensive community college network. Of course, such an approach is totally antithetical to the existing pattern. While community college administrators adhere to the mandate of serving local needs, that stance does not help them address issues relating to the global economy. The more myopic their approach, the less organizations will be able to change and meet the demands of tomorrow.

While community colleges must never underestimate the value and commitment of their employees, at the same time they must move away from catering to the comfort level of staff and faculty. They must focus on operating in ways that meet the needs of their client base. For example, shopping centre customers are rarely made to walk great distances to get to the shops. Yet, often, college employees consider it an

imposition if parking spots (which at many colleges are at a premium) are located any distance from the main entrance. In fact, most colleges allow their employees to park conveniently, thereby forcing students and visitors to fight for parking spaces and walk through variable weather conditions to get to the campus and to class.

Colleges must accept the fact that they cannot serve the needs of everyone. To that end they must abandon weak areas, focus on what they do well, and develop specialized niches. At the same time, institutions can remain comprehensive by working with other colleges. If, for example, students want a career in Hispanic business, they might be better served by faculty at a college in Miami or San Diego, rather than by faculty at a college in, say, Butte, Montana. This measure, however, will call for administrative ingenuity, cooperation, and less territorial approaches to relationships between districts and colleges around the nation.

All college staff should contribute to the acquisition of technology. While educators argue that offering industry programs requires state-of-the-art equipment, they have really never considered that obtaining such equipment might be part of their responsibility. But the fact is that colleges can no longer afford to buy all the necessary equipment. Humber College, for instance, recently bought a half-million dollar digital imaging system. Humber faculty agreed to perform fee-for-service activities on weekends and summers for business clients to reimburse the interest-free loan from the college. The money

can then be recycled. This has been an important lesson for faculty. They now realize that by helping to increase revenues they get modern equipment, the program survives, and as a result, so, too, do their jobs.

Community colleges must serve as learning consultants by establishing partnerships with companies that desire training. In some cases, these companies may have people more competent than the college can provide, but their employees don't know how to write curriculum, or how to evaluate the progress of training sessions. And while colleges may not actually teach the course, they are capable of offering course development services. These can often be profit-making ventures. For colleges to become learning organizations, they must shift their thought processes from the "what" to the "how" and arrive at the understanding that community colleges are management consultants rather than teachers of traditional course materials.

Colleges need to examine new concepts of distribution because companies want employees who can learn without taking time away from their work. This approach calls for the teacher to shift from being the person who controls the class to being the person who coordinates the learning process. Increasingly, teachers will become managers of learning resources with a streamlined staff to look after copying, testing, and tutoring. In this way, they will be able to handle hundreds of 'students' working at learning stations, either in the college, in the workplace, or at home.

Colleges must form strategic alliances with other colleges. Multinational companies do not want to negotiate separately with colleges in each of the districts where they have plants. Nor can they afford to have a product that varies in quality from site to site. For these organizations, product standardization is essential. College consortia are in an excellent position to serve the national and international training needs of corporations.

Colleges cannot afford to hire clones of their existing faculty. They must hire people for tomorrow - people who are comfortable with the electronic highway and who have experience in the private sector. Often, there are talented people available as a result of corporate restructuring, 50-year-old executives capable of teaching and contributing a level of professional expertise to their students. Also in the labor pool are younger, new entrants - often very talented people who can draw upon their fluidity in technology to make significant contributions to the college.

Colleges must maintain extensive, ongoing professional development of current staff. Most community college employees are not thinking of retiring in the near future. Colleges have to do a serious job of keeping them abreast of change by increasing their curriculum content subject mastery, assisting them in learning to use educational technology, and ensuring they know how to teach adult learners, as well as those from different cultural backgrounds. They also need to understand the corporate culture mentality of the private sector -

which is vital to understanding workforce training.

Colleges have to act more like businesses, with performance measured in terms of cost, quality, and quantity. Education must mirror the global economy and change the habits of the past. Colleges have to adopt continuous improvement practices such as benchmarking, integrating employees into small teams, and eliminating traditional fiefdoms. Community colleges must also learn to rely less and less on public, tax-based funding and operate as if survival is at stake.

Finally, colleges must build trust, respect, and confidence with the private and government sectors, starting by assigning their best staff to the job of workforce development. Colleges that put their cast-offs into workforce training are forfeiting the business. Those that use their best people to work with industry will be winners.

No doubt, implementing these ideas amounts to sweeping change - and change is difficult to accomplish. Also of no doubt, the challenges community colleges face are enormous - but so are the risks of inaction, which are tantamount to failure. Community colleges can, indeed must, rise to the occasion. The rich history of the institution leads credence to the belief that they can. At the very least, they must try.

*Robert A. (Squee) Gordon,
President, Humber College of
Applied Arts & Technology,
Leadership Abstracts, League
for Innovation in the Community
College, August 1995, Vol. 8, #8*

To Boldly Go....

Safer Campuses is not just about light bulbs and emergency phones. It is about feeling safe and being safe on campus. It is about creating a sense of security for those who come to NWCC. During a meeting with Judy Wilbee, Consultant for Provincial Safer Campuses Initiative, in August, a member of the Safer Campuses Committee asked if this project was meant to deal with all the isms. The answer was a firm yes. We will work toward solutions to the problems of racism, sexism, ageism, ablism, etc. on campus. We will do the same with homophobia, harassment and sexual harassment. We will start the process through which we welcome diversity and make it safe for all. For this project to be a success, college staff and students and the various northwest communities must participate in the process and understand the need for it. Sentiments such as "as long as they leave me alone, it'll be fine" or "what difference does it make if I use man to refer to all people" are common. These are the statements which, in the end, create exclusion.

Funding for Safer Campuses has been provided by the Ministry of Skills, Training & Labor. Each College/University in the province was given \$55,000 to address personal and physical safety issues.

In the ABE class this summer, we debated the new introduction to "Star Trek" which has changed to "to boldly go where no one has gone before." Several of the men in the class objected to the change saying that it wasn't necessary to change 'no man' to 'no one'. We discussed, debated and argued about the language change for quite a while. Finally I posed the question, "If it's not a big deal why are you arguing so hard against it?" There was a short silence. People must understand that "words are pegs to hang ideas on" (a quote from Henry Ward Beecher) That is why we must strive to use gender inclusive language. Beyond language, we must demonstrate our commitment to eradicate the isms through our actions. This is what the Safer Campuses project will deal with. This is our college-wide task.

Melissa Munn, Regional Safer Campuses Coordinator

Bookstore

Back in Business

The Bookstore has undergone many changes in the past six months and opens it's doors this Fall with a whole new look. It's worth your while to drop in and see all the changes. Along with the planned renovations came the "Great Flood of July'95". After the water was removed it was clear new flooring and painting was also needed. Many thanks to the maintenance department and the staff that helped.

One enormous change of computerizing the textbook department now saves countless hours of tedious paper work which has increased productivity and efficiency.

If you are not familiar with the Bookstore you may be surprised to find it houses more than textbooks and materials for most College courses and programs. You will find a good selection of general interest books, stationery, backpacks, clothing and memorabilia. Also, a "SPECIAL ORDER" service is available for books and computer software and faculty, staff and students can purchase educational software products at special pricing. Drop in and find out if you qualify!

CENTRAL REGION



TERRACE

PHONE (604) 635-6511

FAX: (604) 638-5432

NASS VALLEY

PHONE (604) 633-2292

FAX: (604) 633-2463

Access Services Welcomes Mae Derrick and Dave McKeever

Mae Derrick has been hired as the *First Nations Coordinator*. Her office is in Room 103A. She will provide support services and assist First Nation's students to achieve educational success. She will also be setting up a First nation's support group, organizing cultural activities and cross-cultural training events. Mae welcomes your input.

Dave McKeever has been hired as the *Educational Advisor* to replace Ian Hamilton. Dave is also located in Room 103A.

Ian Hamilton will be filling the position of *Access Project Coordinator* until November 7/95. Ian will organize student orientation activities, reviewing our current assessment procedures and identifying and developing resources which contribute to student success.

Congratulations....Sid Nair, Chem/Computer Science instructor, *Terrace* on his recent marriage. We understand the wedding took place in May, in Australia, and Janite (spouse) will be arriving this month.

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

CONGRATULATIONS!

Beverley Clifton, Community Resource Worker Coordinator, Smithers was married on July 1st in Gitsequkla, B.C. to *Samuel Percival*. The newlyweds went on a fun filled tropical honeymoon for two weeks in Cancun, Mexico. Look for Bev in the staff directory as *Beverley Clifton Percival*.

Linda Bruhjell Heinrichs, Cashier/Reception (evening shift) at the Smithers Centre, and husband *Kevin*, are proud parents of a boy! Alexander, brother to Ashley, came into the world July 20th, weighing in at 5 lbs. 13 ozs.

Houston Campus Houses "Learning Centre"

Northwest Community College, Houston Link to Learning, Morice Community Skills Centre and Houston Storefront School have joined to create..... **"THE LEARNING CENTRE"**.

Beginning September 1995 these organizations will all be operating **"Under One Roof"**.

Need to reach one of these organizations? Call the "The Learning Centre" at (604) 845-7266.

Read on for a breakdown on the services each organization offers.

Northwest Community College Since moving into the new building in December'94, NWCC has undergone considerable growth and change. These changes have resulted in expanding options for the residents of Houston and area. The addition of the computer network lab, Pathfinders and Invest software means more access to computers and a wider range of options for both students and community members.

In January'95, the community demonstrated overwhelming support for a Natural Resources Certificate program enabling the College and industry to join their resources to offer this viable program. As a result of this joint effort, we have enrolled students in the Natural Resources Certificate program. For the first time, the Houston Centre is offering university credit courses. English 151, Biology 101, Computer Science 111 and Geography 160 are available this fall and winter.

NWCC is proud to be a partner in "*The Learning Centre*" and is looking forward to offering training along with the other partners to increase the opportunities for learning and expanding our services.

Houston Link To Learning
"*Houston Link to Learning*" is continuing to celebrate the "Year of Lifelong Learning" with its new partnership in "*The Learning Centre*".

Our one-to-one tutoring program will continue. We have installed a computer in our office for the use of learners and tutors with typing, spelling, math and reading programs as well as word processing capabilities.

A new program, Lunchroom Learning, will place computers in local sawmill lunchrooms. This will involve workers as volunteer tutors to assist other workers in improving math, reading and computer skills as well as individually required computer applications.

We have also installed two public use computers in the Houston Public Library. These computers are complete with word processing, spreadsheet, database, various educational and general interest programs. As well, CD ROM capabilities will allow the library to purchase reference and research materials on CD's.

Houston Link to Learning will continue to offer educational and literacy workshops to the community.

Morice Community Skills Centre
"*The Morice Community Skills Centre*" prides itself on being part of Houston's innovative model for training and education. Houston is leading the way in one-stop training and education. The Community Skills Centre is housed

in the same physical space as Northwest Community College, Houston Link to Learning and the Houston Storefront School (S.D.#54), now known as "*The Learning Centre*". We are striving to obtain improved access to all levels of education and training with education under one roof. We feel that by providing the public with a system that takes steps to access training and education, we will be removing barriers to training and education that some students may face.

The Morice Community Centre's priority will fill gaps in current education delivery in the Houston area. We are here to complement

current programming, not duplicate it. We see our clients as being from a variety of backgrounds - employed with local industry, income assistance recipients, unemployment insurance

recipients, re-entrants to the work force - coming to us with a variety of educational levels. We predict a large amount of individualized training of employees to specific employer needs.

The Community Skills Centre will enhance capacity and access to education and training resources not currently available in the community; be a focal point for bringing together community resources to bridge between training, education and work; provide effective training relevant to current and ongoing community needs.

Community Skills Centre students will be able to access classes across North America through the satellite down-link lines as well as video-conferencing. We can offer general upgrading, up to a G.E.D. level, with our computer assisted learning network.

The Centre will be open extended hours and available on a drop-in basis. We will have three interactive multi-media stations that will be portable and able to be moved to an employer's place of business for easy access. We can also tailor custom training to meet specific employer's, or groups of employer's needs.

Houston Storefront School

The "*Storefront School*" is a place to learn. Students who attend the Storefront School will actually be Houston Secondary students, but they will learn in an alternative, more flexible environment.

Anyone who is sixteen years of age or older and has not graduated

from high school is eligible to attend the Houston Storefront School.

Students who attend the Storefront School will not be learning in a regular classroom situation

and are assessed for their learning strengths and weaknesses. They are then given an individual plan that will allow them to attain their educational goal. The Storefront School will offer courses that lead to High School graduation.

The Storefront School has a Pathfinder Learning System. This is a computerized management system that allows students to progress from one assignment or skill to the next on their own. The Storefront staff are available to help when students need assistance, but much of the learning is self-directed. Each student will have his/her own "pathway" and will progress at an individual pace. When mastery level of 80% is achieved for a particular concept, the student may progress to the next step. When enough concepts are mastered, the

*Official opening of
"The Learning Centre"
is
Saturday, September 16.
Should you plan to be in
the Houston area that
day, please join in!*

student will be granted credit for that particular course.

The commitment that the student makes can be flexible. Each student can progress at a pace that is comfortable for his/her ability and lifestyle. If a student wants to finish an entire grade of schooling at an accelerated pace then s/he must be prepared to make a serious commitment and attend full time hours. However, if a person can only attend part-time, this facility can accommodate this student as well as hours are flexible and a part time student must be prepared to spend a longer time in order to achieve his/her goal. Credit at the Storefront is not earned by attendance, but by accomplishment.

Staff, regardless of which service they are connected with, are present to help students reach their educational goals. They will assist in any way possible, but it is the students themselves who master the material and earn the credit.

SOUTHERN REGION



KITIMAT

PHONE (604) 632-4766

FAX: (604) 632-5069

It Was a Busy Summer

KITIMAT STAFF

Travels over the summer by Kitimations included Great Britain, the Czech Republic, Yukon, Newfoundland and Vermont. Angelina, our custodian, visited Portugal after moving away 28 years ago! Some staff members took the best in comfort and stayed home.

In the admin office, we have *Christine Shepherd*, part-time only, two afternoons per week, but she's a big help. You can reach her at local 5616.

Terry Stephan departs for two years educational leave of absence - we wish him well. It's taking more than one person to 'fill in' for him, so wish us well, too, Terry.

Tracy Kenny, Office Careers Aide, is on maternity leave. (Didn't she just get back?!) Congratulations, Tracy, Gus, and big sister Riley, on Courtney Mari Lyn, who registered on August 6th. Also, welcome back to *Yvonne Stowell*, who is filling Tracy's booties until May.

Debbie Diehl is no longer here - she became *Debbie Rocha* in June, and her grin is almost as big as Victor's. Best wishes to the newlyweds.

Others of us became proud-parents-of-working-students over the summer! Oh -- what a feeling!! We covered it all with our kids - new additions, packing them off to 'camp', getting first jobs, marrying them off, visiting the grandbabies...of course, you're forever a parent!

For those who remember *Lola Doering*, our centre clerk until 1990, she and Martin have been travelling hither & yon since she retired. Lola looks happy and well - I get a glimpse when she pops home to do her laundry!

PROGRAMS

Business Administration and Applied Technology in Industry have incorporated University Credit courses into their programs, and we offer both years of both programs this year.

Included are Econ 201/202, CPSC 111 and Math 131. We also offer PSYC 101/102. Ron Correll and Tom Walker will have lots of company - *Chris Olesen* carrying a full course load, with others covered by *David Hawkins*, *Stella Webster* (also in ABE), *Sylvain Robert*, *Adrian Birsan*, *Jack MacNeill*, *Mel Lenay*, *Dave Dhaliwal*, *Gregory Krabes*, *James Sprenger*. Welcome to you all!

Office Careers staff are morphing into OTEC this September, with Office Careers continuing in the evenings for their 'tweenies' caught in mid-stream. Our double-Debbies (Rocha & Taylor) will ensure a smooth transition.

The Literacy grant has again been turned over to Kitimat Community Services Society which will administer the funds in the best way possible for Kitimat's new readers.

ABE has been bustling - preparing for the arrival of computers, replacing and juggling staff while running a summer program for the students! *Roberta Bowen* and *Maria Raposo* will be nurturing our ESL classes, and *Chris Wozney* and *Kay Hall* will again have Cheryl Carlson-Holland, Stella Webster and Jassi Dhaliwal on their team. And our most senior student turned 90 on August 17th. Happy Birthday, Max Lange!

EQUIPMENT

Our three computer labs are being networked - it'll be fun learning how this works. We're glad/afraid!

Most of the Admin. staff is diligently working with SRS, but

the program is still working out our bugs. (Some days, it's like we have an operator virus.)

I'm sure the Tech program has some new and exciting gadgets, but I've managed to avoid those technological wonders to date, so I'm unable to report. The INDT department is working on a promotional video for the program and we look forward to seeing the final product soon.

BUILDING

We shuffled classrooms and labs again - nothing like moving classroom furniture out and in to make us see that maybe we have too much stuff. And, where do you put it when it's out? And what about the students still 'in'?

We've made two more office spaces - one for our auxiliary instructors to share, and one for UNBC instructor, Orland Wilkerson. Orland will be teaching Environmental Studies at the Skills Centre, while we provide him with office space. Welcome to our building, Orland.

New carpet was installed in the ABE classrooms, the student lounge and some hallways - looks great. Looking forward to the rest being done next summer, but next time, we'll have the instructors take their furniture with them for July/August.)

We had plans to rip out a wall to make one large room from two: tore off the wallboards, went 'oops' (there were foundation complications) and patched it up again. Oh, well.

The roof will be repaired this year, so that we can use our

trash cans for trash, and our running water will be restricted to the plumbing fixtures, except during tsunamis!

We're converting a washroom (the driest place on campus) into a dedicated editing suite - this will be used by students in the Multimedia Communication course. Speaking of water, a big Thank you to the big and little fish in the Bookstore for trying to keep up with the orders, etc. during the big flood.

We gained planters outside this year, and thanks to Dorothy Simmons, a faithful student, they survived the heat waves. Our little flower garden also is doing well, in spite of the several faithful staff members flooding, poking and pulling. Nice to have a little nature along the asphalt.

All in all, it was a good summer (no, nothing went wrong...everything was *just fine*). We look forward to another hectic, rewarding year at NWCC!

*Carol Larsen ,
Administrative Officer*

WESTERN REGION



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QUEEN CHARLOTTE CITY

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MASSET

PHONE (604) 626-3627

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WELCOME...

Ms. Beth Westfall Davies

Ms. Davies was currently working in The Pas, Manitoba for the Swampy Creek Tribal Council as the Aboriginal Apprenticeship Program Developer. Prior to that Beth was the President of Keewatin College in the Pas and Dean of Student Services and Director of Extension at Brandon University.

Before moving to Manitoba Beth was the Regional Director, Quesnel, as well as a University Transfer faculty member for five years, with the College of New Caledonia. Beth has a Doctorate of Education degree in Higher Education from Nova University in Florida. Her dissertation title was The Development & Implementation of an Academic and Non-Academic Support System for Distance Learners. Beth started September 5th as *Director, Western Region.*

Education Council News

September 1995

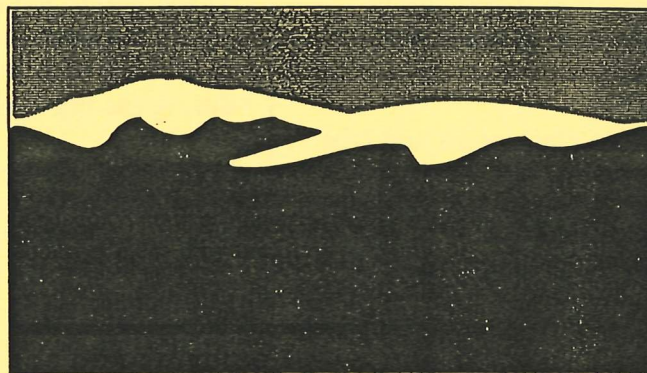
Volume 1 Issue 1

This is NWCC's Education 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.

Education Council is made up of diverse and committed individuals.



We become successful the moment we start moving toward a worthwhile goal.

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 |
| Janet Stuart | Kitimat | 5600 |
| Larisa Tarwick | Terrace | 5317 |
| Del Torgeson | Terrace | 5284 |
| John Wood | PR | 5725 |

The official recording secretary is Rhoda Burke.

What's the purpose of Education Council?

Bill 22 legislated the concept of Education Councils for all Colleges and University-Colleges and BCIT in the province. It serves as an advisory body to the College's Board of Governors on issues such as

- * The mission statement and educational goals, objectives, strategies and priorities of NWCC.
- * implementation of courses or programs leading to certificates, diplomas or degrees.
- * Cancellation or changes to programs.
- * Evaluation of programs and educational services
- * Policy concerning library and resource centres
- * Setting Academic Schedule
- * Faculty member qualifications
- * Adjudication procedure for appeals
- * Consultation with community and program advisory bodies.
- * Qualification of admission policies
- * Criteria for awarding certificates

Powers of Education Council

Under Bill 22, the Council has been given the responsibilities to make bylaws for the conduct of business, as well as those outlining the conflict of interest guidelines.

Specifically, the Council's responsibility lies in:

- * setting policy concerning examinations and evaluation of student performance.
- * setting policy concerning student withdrawal.
- * set criteria for academic standing, standards and grading system.
- * set criteria for awards recognizing academic excellence.
- * set policy and procedure for appeals by students on academic matters and act as a final appeal tribunal.
- * set curriculum content for courses leading to certificates, diplomas or degrees.

Education Council Meetings

We have established meeting dates for the fall:

They are:

September 22 - Terrace
October 13 - Hazelton
November 17 - teleconference

Standing Committees of Ed Council

The Council could not do the job that has been designated to do by dealing with all educational matters at its monthly meetings. It was decided to form Standing Committees of Education Council to meet, as needed, and to invite staff of the College to form a part of these committees.

The Standing Committees and interim chairs are as follows:

Academic Policy and Regulation
Chair - Norma Kerby

Standing Committees cont.

Appeals

Chair - Tirso Morales

Articulation and Curriculum

Chair - Larisa Tarwick

Planning and Program Review

Chair - Doug Foster

Learning Resources/Technology

Chair - Terrie McAloney

Admission, Assessment and Awards

Chair - Ella Goodlad

Partnerships and Continuing Education.

Chair - Kathy Bedard

There are three other committees that exist as a Task Force of Education Council:

First Nations Access

Chair - Larisa Tarwick

Instructional Development

Chair - John Wood

Student Success

Chair - Larry Bolingbroke

A complete description of these standing committees can be requested from any of the Education Council members.

DO YOU WANT TO BE INVOLVED???

Pending your supervisor's approval, of course, volunteers to be a part of the Standing Committees are welcome.

If you wish to have more information so that you can approach your supervisor with your request, please contact the Interim Chair of the Standing Committee, or call the Chair of Education Council, Kathy Bedard at local 5715.

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