



Newsletter

UP-DATE ON READING SERIES

AN ADDITION

SHARON POLLOCK - Wed Feb. 13, 8 p.m. Surrey Campus Room S407.

Sharon Pollock is a playwright whose most well-known works are Blood Relations (about Lizzie Borden), One Tiger to a Hill (about the 1975 B.C. prison hostage taking in which Mary Steinhauser was killed), and The Komagatu Maru Incident (about the 1914 incident where a ship of East Indian immigrants was prevented from docking in Vancouver). Her work is regularly broadcast on CBC radio and television, and a major motion picture is being made of Blood Relations. Pollock currently lives in Calgary.

The Next reading scheduled for the Surrey Campus will be:

Gwen Hauser - Feb 4, at 12 noon Room S417

Timothy Findley - Feb. 7, 2 p.m. Room 407

EMPLOYMENT OPPORTUNITIES AT KWANTLEN

Substitute Instructor - Adult Special Ed.

Richmond Campus requires a substitute instructor for Adult Special Education students.

Qualifications: M.A. or M.Ed. in Special Education or a related discipline supplemented with experience providing direct services to mentally handicapped adults or adolescents, and/or adults with learning and behaviour problems.

Please apply in writing quoting Comp No. 85-002 by Feb. 7, 1985.

P.T. Electronics Instructor

The Technology Centre requires a part-time Electronics Instructor commencing March 18, 1985 to teach Circuit Analysis, Electronic Circuits, Digital Circuits, Physics for Electronics.

Qualifications: A relevant Master's Degree with a Ph.D. preferred.

Please apply quoting Comp No. 85-003 by Feb. 8, 1985.

All applications to be forwarded to The Personnel Department, Kwantlen College, P.O. Box 9030, Surrey, B.C. V3T 5H8.

SCHOLARSHIPS AVAILABLE FOR ART STUDENTS

The Langley Arts Council is inviting students to apply for a scholarship if they are pursuing an artistic career or wish to further their artistic knowledge and abilities.

The following list summarizes eligibility and requirements for scholarship recipients, with categories featured in music, voice, fine arts, visual, drama, dance and miscellaneous crafts:

- Any member of the Langley Arts Council, either as a basis on individual, family or member of the affiliated LAC clubs or groups.
- Applicants must have post-secondary education and be more than 16 years of age.
- Must be prepared to be adjudicated and interviewed by the LAC scholarship committee.
- Each scholarship must be for a specific course, training program or conference.
- All applicants must be prepared to submit a short biography and a portfolio of their recent accomplishments.

Deadline for scholarship applications is March 31.

Application forms are now available through the LAC office, 5202 - 204 Street, Langley, Mon, Tues or Wed, 9:30 a.m. to 4:30 p.m.

For more information call 534-0781.

ANNUAL MEETING

58th Annual Meeting

NORTHWEST SCIENTIFIC ASSOCIATION

May 22 - 25, 1985

On the Campus of UBC.

BOWL - FOR - MILLIONS FOR BIG BROTHERS

As to date we have 5 teams from the Surrey Campus who are joining in the Bowl-a-Thon. We have received a challenge from Douglas College for who gets the most points, and who collects the most pledges. Douglas will be bowling the day before Kwantlen so we will know what our target is.

If you would like to join in this fun evening on Feb 16, or would like to offer a pledge for one of the teams please call either Rita or Sheila in Admissions, Surrey Campus.

THE ELIZABETH FOUNDATION

You may be interested to know of the establishment of The Elizabeth Foundation at 200-A, 1326 Johnston Road, White Rock, V4B 3Z2. The Foundation describes itself as "the creation of a small group of lovers of the Arts, in response to the often expressed need for financial assistance by cultural groups of this community."

After more than three years of intense preparatory work, coupled with advice from established foundations and other experienced sources, The Elizabeth Foundation has been incorporated as a non-profit society, and is registered as a continuing Corporation."

The purpose of the Elizabeth Foundation is to support, encourage and advance cultural education and performance in the fields of crafts, dance, figure skating, music, painting, photography, theatre, writing, etc., by means of grants to eligible applicants.

The College is discussing with the Foundation the possibility of their providing a bursary or scholarship to a college student in the arts. The Foundation would also be very pleased to hear from any of our existing staff or students who might wish to become members, or otherwise to support its aims and objectives. You may contact the Foundation at the above address.

.....David R. Williams, Ed.D.
Vice-President,
Student Services.

SAVE THE CHILDREN FUND of BRITISH COLUMBIA

Vancouver Mayor's campaign for Ethiopia
CONCERT FOR LIFE

To be held at The Queen Elizabeth Theatre,
on Sunday, Feb 3, at 8:00 p.m.

Over 50 performers including Ann Mortifee,
Leon Bibb and Powder Blue to name a few.

Tickets \$11. and \$16. (Seats - lower
orchestra and upper balcony.)

For tickets call Save the Children at
685-7716. ORDER NOW AND HELP SUPPORT THIS
WORTHY CAUSE.

WORLD OFFICE AUTOMATION SHOW - TOKYO

Marie Tomko College of Business Ltd, invites
you to join them on an exciting 14 day tour
of Japan, departing July 7, 1985.

This tour has been planned specially for
business people and educators. For more
information and brochure call Marie A.
Tomko, CPS, APR at 525-5404.

EMPLOYMENT OPPORTUNITIES OUTSIDE THE COLLEGE

A teacher is required at George M. Dawson Secondary School in Masset for the period Feb. 18, 1985 to June 28, 1985. This is a temporary position with the possibility of becoming a continuing one.

Knowledge and experience in the following areas:

- testing and measurement
- program development, and
- college level vocational programming would be an asset, as would
- experience working with Native Indian students.

B.C. Teacher Certification is necessary.

Candidates are invited to submit applications complete with supporting documents, to: Mr. William R. Roper, Superintendent of Schools, School District No. 50, P.O. Box 69, Queen Charlotte, B.C. V0T 1S0. Deadline Feb. 1, 1985.

FOR SALE

Extra-large duck eggs. Wonderful for baking. \$1.25 a dozen, at the farm (Cloverdale area) or contact Mollie Enns, (ABE Richmond) Richmond Campus.

Phone 576-8395 to order. No Sunday sales, please.

FOR SALE

Infant Car Seat/Carrier Like New \$35.00

Large Gurney Self Clean Wall Oven \$400.00

Jenn-Aire Cook-top \$350.00.

Call Linda at 536-2945.

FOR SALE

Beautiful hand knit Male/Female Indian Sweater. Brand new col: Burgundy/white. \$50.00.

Call Alice/Switchboard Surrey Campus

FOR SALE

Light Emitting Seafarer 3 multi-range echo sounder.

Ideal for small fishing or pleasure boat.

\$130.00 obo.

Call Margaret at loc. 273 Surrey Campus

INNOVATION ABSTRACTS

DO SWEAT THE SMALL STUFF

We all are facing megaproblems: declining enrollments, increasing rates of curriculum change, changing character of our students, competition from four-year institutions, uncertain financing-to name only a few. This note is a relief from all that. Offered in the belief that details can make a difference, the following is just "small stuff," generally easy to implement and sometimes even fun. Also-a bonus-all are cheap, and some cost no money at all.

1. Make sure a faculty member knows the reading level of the texts used in class. To ensure that each instructor knows that level(s), grade-level equivalent scores and/or readability indices can be required on textbook order forms (without these scores the bookstore will not place the textbook(s) Order). To facilitate faculty completing the readability tests on present or prospective texts, the means should be handy. The Fry, for example, can use both a small slide rule-like device (about \$5) which can be given to every department and an easy-to-use piece of software (about \$35) which can be made available where microcomputers are housed. Note that this does not tread on anyone's prerogative to choose a text; it asks only that a faculty member know the reading level of the text being ordered. Incidentally, what texts required in your college's classes are likely to have the highest reading level? Answer at the bottom of this article.

2. Work with secretaries to make them aware of the importance of being nice to students. Secretaries talk to more students individually in one week than do deans, maybe even more than do some faculty. Especially at the beginning of a term-when students need information, directions, and reassurance--student contacts are plentiful. If you've ever had a good meal ruined by a surly waitress, you know how a student can have a day ruined by a sarcastic secretary. To a secretary, students are generally interruptions, and treating interruptions as welcome is hard. None the less, some of a student's feelings toward a college can be formed by the response of someone from whom he/she seeks help. To sensitize secretaries to the needs of students and to the wishes of the college that they be treated well, a short in-service session can be held prior to the beginning of the academic year. Helpful tips and college support for meeting student needs can be discussed. For example one-page campus maps might be provided to the secretaries. They can use them to draw directions in response to student questions about building and classroom locations; and the student will have received a fast, accurate, and rather painless response to a problem.

Do Sweat the Small Stuff cont.....

3. Determine what percentage of your degree-earning graduates complete their program in two consecutive years and measure that against the wording in your catalog. If the figure is around 20%-quite normal these days--does your catalog still refer to two-year programs, two-year degrees? If so, why do you word your catalog to reflect a time frame appropriate to only a small minority of your students?

4. Send more memos. Reserve the format of one side of one-half sheet of paper of a pre-determined, particular color to be used exclusively for ideas about improving instruction. The contents should be pragmatic thought-provoking, or both-and short, of course. These mini-memos could be prepared and distributed by any dean or faculty member.

5. Conduct mini-in-service workshops at the departmental or divisional level about easily-overlooked teaching techniques. Some examples of workshop topics are: a. How to ask questions--Asking questions is a skill. It can be improved by working with such concepts as the distinction between "coaching" questions, Socratic questions, and rote answer questions; waiting long enough for student responses (3-5 seconds, no longer than 7) is also a good short subject. b. Being more sensitive to unconscious "put-downs"--When a teacher says, "I'm sure you've read....," what will be the reaction of a student who hasn't read it or even heard about it? What's the difference between a teacher saying "Please turn in your papers so I can mark them" and "Please turn in your papers so I can read them"? c. Making tests work not only for measurement of learning, but for the review and reinforcement of learning--The motives behind testing do vary.

6. Require that students' correspondence with the college be literate. (Once, after I had returned a waiver request which was riddled with writing errors, the student immediately sat down in my office and, without aid of a dictionary or tutor, rewrote the petition, error-free.) Some of what passes for illiteracy is mere carelessness. If in your college only composition teachers evidence they value literacy, that's a powerful signal which students will pick up easily and quickly. If your school really wants to risk being radical, try having all teachers demonstrate in their classes that they value literacy in both their students and themselves.

7. Offer a short class in study skills. Consider teaming it with a class in which attrition is usually high. Students would enroll in both classes, and the teaching of study skills would be tailored for success in the companion class.

more.....

Do Sweat the Small Stuff cont.....

8. During the first days, all classes should meet for the full scheduling period. No dismissing early for purchasing texts or because all students are not yet enrolled. Teacher-student time is precious. Spend some time on ice-breaking activities which expedite learning students' names, learning something about each one, and helping students get to know the instructor. Activities which foster the forming of mutual self-help study groups are especially valuable; community college students have minimum opportunities for organizing such support groups. We should try hard to disregard the vetigal Puritan ethic which labels these efforts frivolous. They're not. Making such efforts with empathy, naturalness, and humor, ~~can~~ predispose a student to want to learn in the class.

9. Don't miss opportunities to compliment Colleagues. If you're an administrator and you learn of a faculty member's special effort or success, send a note of congratulations and thanks. It's much more fun than writing another memorandum on registration procedures. If you're a faculty member and your dean (by chance) does something right, write a note or make a phone call. Most of a dean's day is filled with agenda items which are less than pleasant. Help your dean keep his perspective by brightening his/her day. Share pride in each other's successes. It helps make a joyful workplace.

10. Take or call; don't send. If you refer a student to a counselor or to the library or to the records office or to another faculty member, walk there with the student and make the face-to-face introductions. Many students get lost, often to suit their own purposes, somewhere between the sender and the receiver. If campus layout or time pressures absolutely forbid taking those few minutes required to walk with the student, at least-in the student's presence-phone the place he/she is to go or the person he/she is to see. Then you can say to the student, "Mrs. Hardy is free now and is looking forward to meeting you."

Details can make a difference. We cannot solve megaproblems without close attention to the "small stuff."

Answer to the question #1: Texts having the highest reading levels are most likely those used in nursing. Manuals used in voc-tech courses are likely to be written at grade-level equivalents of 15-17. Other subject areas often have excellent and appropriate texts written at the 10-12th grade level, but there are usually no substitutes for the actual technical manuals which need to be used in voc-tech courses.

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HOME WANTED

Darling, tiny, young calico cat. Looks to be several weeks pregnant. Well trained and very affectionate. She was abandoned and we've taken her in but as we live in an apartment are not able to keep her. She does not come to the names of either Pandora or Kitty. Maybe you have a better name as well as a better home for her.

To see her is to love her.

Call Margie at local 249 Surrey Campus.

The next edition of this Newsletter will be Wednesday February 6, 1985.

All submissions to be received by 12 noon Monday Feb 4, 1985, at the Public Information Office, Surrey Campus.
