

**Transcripts – KPU Oral – Roger Elmes, Dean Emeritus; Dean of Arts; Dean of Research; Dean of Surrey Campus; Dean of Social Sciences and Related Studies; Director of Humanities and Social Sciences; seconded to ACCC as Director Canadian Studies Bureau; President DCFA; Faculty member POLI and HIST**

**Interviewed by Alice MacPherson**

**Co-Researcher and Technical Expertise – Alice Macpherson, Faculty Member**

**File name:** 181213\_RElmes\_Interview

**Transcribed by:** Transcription Ninjas (LT)

**Length of file (time):** 2:43:13

[Beginning of transcript]

**Alice:** Hello Roger Elmes.

**Roger:** Hello Alice. How are you doing?

**Alice:** I'm doing very well. I'm looking forward to hearing what you have to say about the topics that you have given us.

**Roger:** I guess maybe I will just start a little bit about what got me here. Why I came to initially, what was then Douglas, about which I knew very little when I came, when I was interviewed etc. I had done a degree in French and Spanish at McMaster University and that seems a little bit odd given what I actually ended up doing here. In the process I was also training to be an officer in the Canadian Navy so that gave some different perspectives on my life clearly when I was doing that. While I was doing my undergrad and languages, I also effectively did a major in history because that was where my interest began to turn. I really focused on Canadian history, and I did a bunch of others, but my real love was Canadian history. I kind of got focused in on that and in the process, what I really disliked about McMaster University was that it was sage on the stage, everything was sage on the stage, so I had been encouraged to go there by my high school teachers because it was a small university. It was a smaller university. It was only about 3000 students when I went there. It was relatively small but had a very good reputation for certain research areas, etc. It had a very good history department. It had a not very well-known French and Spanish department. They were quite small. Even in my first French course there, it was actually the Dean of Arts who taught it. He taught it in a lecture theatre in the basement of the then library on the campus. It was about 50 students. Basically, he lectured French literature. He lectured totally in English. Just lecturing. That's all it was about. There was no interaction. There was no give and take or anything. Everybody took Psych 100, which was a year-long course and it was in a lecture theatre of 300 students, so same thing. Really there was no interaction. Maybe a bit if you got to know TAs and they could draw something out of you or

if they had any teaching skills. In any case, what struck me was the way that I really learned was through discussion, give and take, getting people's opinions, wrestling with them, coming back with my own. That was how I got really involved in topics and how I can really understand them. By the time I was a third-year student, I was lucky enough to take a history research course where I did a bunch of original research on the Six Nations at Brantford, the Mohawk, but the Six Nations Reserve predominantly Mohawk. Their elective council which was something about the governance and that it dated back to pre-World War I and how it came to be in a system where the hereditary chiefs were chosen by the matriarchs, how this imposed system of creating an elected council imposed by Indian Affairs.

[0:03:50]

Well that was to be sort of the predominant form of governance, at the same time you had hereditary chiefs. Some of the hereditary chiefs would get elected to the elected council, but some wouldn't or didn't run and said, "I'm already a chief, I don't have to", you know. So, there's a lot of discussion around that. I did a bunch of original research in the Public Archives Records Centre of Canada where I discovered an old petition from about 1918 around this system of governance. That kind of really turned ... and I discovered that one of the hereditary chiefs had signed the petition in favour of an elective council and he had been elected to the council as well. So, there were some little bits of original information that came out from that. That really triggered my interest in pursuing further research in Canadian history. So, it also triggered me.

By then, I'd already gone through all my training in the navy. I was already commissioned as an officer, yada, yada. So, this other kind of almost another degree, if you like, which was a lot about technical stuff, navigation, engineering, various things, leadership, but I guess I had a little bit more common sense, but I wasn't just going to let people tell me what to do - so much that I'd complain about SAGE on the stage and I'd do something about it. So, we had a so-called seminar course in third year history, an advanced course in Canadian history, and the first person who did their seminar stood at the front of the class and read it for an hour. It was kind of like, what are people going to get out of this? He is not a presenter. He is not skilled as a teacher, an instructor or anything. So, I thought, alright. I said, "I'm going to do the next one, but I need a week and you're going to get a seminar paper three days before the seminar occurs, and you're going to have that time to read it, digest it, think of counter arguments, think of other pieces of information you can inject into the discussion." I'd say "I'm going to do a 3-minute opening and then that's it. I'm going to sit there until you've engaged in it". I printed it off on a Gestetner [duplicating machine named after its inventor, David Gestetner (1854 – 1939)] and distributed it. It took a couple of minutes after I did my sort of little oral start and people, I think, kind of adjusted to this and started to get engaged in discussion. But the upshot was that everybody who came after me had to do the same thing. So, we had a whole class of real true seminars where people started getting really prepared to come in and critique somebody's paper and really think about the content and not just kind of come in and - fill me up kind of. It really worked very well. The prof, Harry Turner, at the end said, "God, that's the best class I've ever had", and I thought, "Well, yeah". So, there's a model. It'll work and that's good to do it.

**Alice:** Can I be rude enough to ask what year that was?

**Roger:** What year in calendar year?

**Alice:** Yeah.

[0:07:11]

**Roger:** 1963.

**Alice:** 1963, thank you.

**Roger:** Yeah, I was quite amazed. I mean, I went through that. I went through the Navy for several years. I was a ship's officer, watchkeeping. I was doing all these sorts of things. Training young officer candidates, officer cadets in navigation, in engineering, prominently in navigation, but introduction to engineering spaces and ships, and you know, that kind of thing, firefighting skills on ships and all the kinds of things that an officer had to be able to do in terms of walking and then leading. One of the great things about being a young officer in the Navy is that you learn that the real core knowledge base was in guys who were 40 years old and they hadn't been officers; they had become what you call petty officers or chief petty officers, but they were enlisted personnel. None of them had actually thrown coal in the boilers, but there was oil fired boilers by the time they were there, but they'd come up through, of course, in any of that sort of stokers supposedly, the stoke was oil not coal. Then through all the aspects of the engine room and measuring the heat of the bearing by watching it come around and putting your hand on it just at the right time. There's a lot more to it than that.

**Alice:** Oh, totally.

**Roger:** I remember there were tons of pipes and what was in them, where they flow and where all the valves were etc, etc. That was true in every department of the ship. Engineering was a little more complicated than some, but it was true in all departments. You have this sort of relatively superficial classroom knowledge and you had to be able to wrestle with that and understand that the people you really had to gain respect from were those chief petty officers, and petty officers and all the people who really knew how a ship really, really ran. That was a real lesson for life for me that would kind of kick in later. So, then I did some work in personnel in the Navy, kind of appointing officers to ships, and men to courses and ships, and so on. These were all people who were in the reserve but were serving for a certain amount of time; sometimes a year, some whatever on active duty, sometimes maybe two weeks in a year, but they all had to have these appointments. So, one of the guys who was there at the same time said he'd gone to Royal Military College. He was serving his three-year required service, and then he was getting out, and he said, "I'm thinking about going to a Canadian Studies program at Carleton University". I said, "Hmm, that's interdisciplinary which excites me and it could be a very nice thing to study". He never went, but I did. So, that was how I got introduced to that program and ultimately Pauline Jewett who was the director of the Institute of Canadian Studies at Carleton and really ran the program. She was a fascinating character because of her background; an early female MP, not first but early, one of the first women to get a PhD in political science and then teach in Canada. Very fascinating woman. To do this

multidisciplinary, somewhat interdisciplinary, because sometimes, even when it's supposed to be interdisciplinary, it really just ends up being a kind of a succession of disciplines.

[0:11:08]

It depended a lot on us to marry some of that stuff together. It was really, I was doing political science at the graduate level. I hadn't done maybe one course as an undergraduate, so I was having to pick up political science, economics in which I had virtually no background, ended up TA-ing in it, history and English. For me, it was an intellectual flowering because I loved literature (I was really interested in Canadian Literature). So, a lot of that. And a lot of people in the program were English majors before they came. They brought all of that expertise. Some of them were history majors, and so on across the board. So, we had a lot of diversity in the student body in the academic background. I TA'd in economic history, it was Canadian economic history, and the prof eventually became the dean of graduate studies there, but he was a really fascinating faculty guy, really interesting. In his third year of Canadian economic history course, he required students to do archival research. So because I had already been there and I had done work at the Public Archives and I knew my way around it, he said I want you to be my TA. I want you to help these people get in, get oriented, figure out where to get material, work with them on their papers, etc, etc. That was a really interesting way to get more grounding in economics. And then I did a TA, a research assistant in constitutional law. The guy who was a law professor from Queen's and when he was going through Queen's Law School, he was telling me the story; he was poor, he didn't have a lot of money. So, he bought a Volkswagen bug, which was more or less a wreck. They had slippery roads in the winter there. He had a back bumper which wasn't really well attached. So, he sort of hit the brakes and somebody had kind of bashed into him a little bit at a stop sign and the bumper would fall off. He'd jump up and say, "What did you do to my bumper?". So, he would sort of get some cash on the spot. So, trust lawyers.

**Alice:** Mmm, heh. [Laughs] I don't know if I want to know any more about that.

**Roger:** Yeah. So, the upshot was that being at Carleton and doing some TA-ing, I thought, "Gosh, it'd be really great to teach at some kind of a post-secondary institution. One [prof] said, "I'd like you to get a PhD in economics focusing on history. Other one, "Why don't you come in and do a PhD in Canadian Intellectual History".

**Alice:** Yup, I'm sure you got invited.

**Roger:** So, you know, interesting but by then I had two kids.

**Alice:** And in debt.

[0:14:19]

**Roger:** Debt, \$10,000. That was my starting salary when I came to Douglas. It'd be today the equivalent of \$75,000, \$80,000 student debt. So, it was time to move on and I really wanted to come back to Victoria because we had a house there that we bought when I went to grad school in order to invest some of our savings. We didn't just kind of blow it away. So, we bought a house \$10,000 down. Beautiful house right near Dallas Road by the park [Beacon Hill] and that was cheap in those days. Anyways, I wanted to go back there. Tried to get into the Institute of Adult Studies which became Juan de Fuca College first, which then had a lot of naming problems and issues around it, so they changed it to Camosun.

**Alice:** Juan wasn't very popular.

**Roger:** No. So, while that was ongoing and a couple of Ontario CAAT's.. I was kind of exploring and Jackie Gresco who had been a colleague at Carleton, she was from New Westminster and UBC and came with this really strong Canadian history background, local history especially BC history. She called me up and said, "There's a position", it's sort of the beginning of August by then, "Have you heard about Douglas College?". "No, what's, who's Douglas College? What are you talking about?". So, long story short, flew out, got an interview. The caveat was, if you get hired your flight is paid. If you don't get hired, too bad. So, I flew out, got hired, got paid, reimbursed for the flight, flew back, went to Hamilton, looked for an old truck because I knew there were a lot of old trucks around Hamilton. I found sort of a 10-wheeler, twin rear axles, 8 tires plus the two front, whatever that's called and I've got to move myself. So, this is how we will do it. I can only get equivalent of a month's salary which was about \$850, something like that. So, I bought this truck for that much money, thought it was great. I wasn't really dressed properly for inspecting trucks, but it was a tilt cab, opens up over the engine, cab over thing. So, I didn't really crawl right around and look at the front side of the radiator, but I had driven up and down the Hamilton Mountain, the Niagara Escarpment, several times to sort of put some strain on the engine, gears and everything.

**Alice:** Seem to be okay?

**Roger:** It was fine. Driving in the passing lane on the Queen Elizabeth [Highway] going near Toronto and all of a sudden, the whole cab fills with steam. I thought it was smoke at first.

**Alice:** Yeah. [Laughs]

**Roger:** It was steam. Blown out the radiator. So, that's a little lesson on buying a truck. Then they still did a good job at recoring radiators. I don't know if they still do.

**Alice:** No.

[0:17:38]

**Roger:** But they certainly did then. It was a sort of an overnight recoring of the radiator, then we were set to go on to Ottawa. Loaded up, five days from Ottawa to Vancouver. Luckily, I

stopped at a diner in North Bay. Started talking to a woman who was the owner of it and she said, “Oh, my son wants to go to Vancouver”. I said, “Oh, okay. Well, fine”. So, this was the guy about 19 or 20, something like that. He was a great prop because I said, “Your job is to keep me awake. So, that’s what you’re going to do”. I shouted at him. He shouted at me. I punched him in the arm if he fell asleep and we started talking some more. We stopped once for an overnight sleep somewhere, but we just basically kept going until we got to Vancouver.

**Alice:** Medicine Hat.

**Roger:** Yeah. It was probably Medicine Hat. Seems about the right place. That was sort of my arrival - five days. This was sort of right around the end of August then and classes were presumably gonna start in the beginning of September. They didn’t, because basically, the BC government had to renege on a promise to do some stuff. That was kind of my introduction, but the historical sort of context in which all of this is kind of set is that there were all kinds of change that was beginning, but it wasn’t the change that we were going to see later. But slide rules were starting to disappear a bit as Texas Instruments came along with the first calculators.

**Alice:** They were a couple of hundred bucks.

**Roger:** [Laughs] Yeah, they were not cheap.

**Alice:** No, they weren’t.

**Roger:** But by 1967, you started to see the first single chip, microcontrollers by 67, 70 somewhere around there, and that combines all the elements of computing under one piece of silicone. So, it’s like something’s happening here. I was busily typing away my thesis which was quite long because it had explored the .. what brought voting groups together in the Assembly of Lower Canada, Quebec, before the Rebellion of 1837. So, were there voting groups and what was the socioeconomic makeup, linguistic makeup, etc, etc. So, to do that I had to get some background on all the people who had been members of the Legislative Assembly for about a 20-year period to get along in our study. That was a lot of research and to sort ogenealogical records and so on in Public Archives, and then put all that on punch cards. So, you got to run the punch cards with computer science people at Carleton and use a cluster analysis program to see what voting records showed and what kind of characteristics there were then... were within these groups that seem to be voting groups.

**Alice:** Wow.

[0:21:08]

**Roger:** There’s a lot of issues around methodology there because the programs have changed dramatically since then.

**Alice:** But still you would have had to code all of those to be able to - yeah, you're still asking questions. You're just doing it in punch-

**Roger:** In punch cards.

**Alice:** Yep. Yep. Got it.

**Roger:** And the programs course, cluster analysis was developed in the States because of the bipartisan nature of a lot of legislation in the U.S. in state and national governments, at least historically, there were a lot of people who would cross party lines in order to vote on certain issues. That's why this sort of analysis developed. So, I was using it to try and apply it to a Canadian historical issue and it was kind of an interesting effort.

**Alice:** And then typing it all up by hand.

**Roger:** And typing it all up on an IBM Selectric, so at least it went back and corrected on whatever it was, 10 letters or five or something.

**Alice:** Oh! That was really- oh that's excellent.

**Roger:** Jump backwards. [Laughs]

**Alice:** So, that was a composer.

**Roger:** Yeah, I guess whatever.

**Alice:** It was.

**Roger:** Yeah. Yeah. So, you got a little bit of a memory in there that would jump back a bit.

**Alice:** Yeah, that's terrific! Woo hoo!

**Roger:** So, all the astronomical navigation that I had been teaching to young officers and cadets would be replaced in the 1960s by Satnav Systems and then by GPS later. Basically by 1995, GPS is fully operational and sort of starts earlier, but it becomes fully operational by then. Mainframe computers are dominant [1960's and 70's], so there are big rooms of computers as you maybe remember.

**Alice:** Oh yes.

[0:23:01]

**Roger:** The population of Vancouver and Douglas College region was quite limited, so I'm kind of going to talk a bit about that in a minute. Industry, the BC dominance of forestry plus the still strong fishing industry. So, the cannery which the [KPU] retirees recently toured was still

operational at that point. We used to periodically pick up hitchhikers who would kind of be coming out somewhere around Richmond and you can tell where they were working.

**Alice:** Oh yeah. [Laughs] You certainly could.

**Roger:** Assembly line work was still dominant till the computing power of the microchip and eventually automation that starts and hits in the 80's and 90's particularly, and beyond. Unions were still an important socioeconomic and political force in Canada. For a lot of people, that would be kind of hard to grasp nowadays because they have lost a lot of that.

**Alice:** That's the industry they are in.

**Roger:** Oh yeah. There still is, but I mean it's kind of - they're not the same force that they once were politically, I would argue. So, [then] there's still major forest product mills in and around New Westminster. Many beehive burners which you can certainly, every time you walked out, you'd know your living in an area where there were beehive burners even though they were somewhat cleaner than they had been. Trudeaumania.

**Alice:** [Laughs]

**Roger:** Which was a pretty significant issue when Trudeau was first elected. It was sort of, you know, this huge change coming in a lot of ways of what, necessarily, but there you go.

**Alice:** Well and it was highly impactful here because of his marriage.

**Roger:** Yes, of course. And yes, with the Sinclair's [her father James "Jimmy" Sinclair was a Liberal Cabinet Minister federally]. Moving to people and goods, so there was no rapid transit and the highway system was quite limited around Vancouver. Post-secondary 1962, McDonald did his report. He recommended two-year colleges and a new university. At least one new university. Kind of talked about Victoria College also becoming a university but also to create a new university on the Lower Mainland which becomes SFU.

**Alice:** It does.

**Roger:** So, because he recommends two-year colleges, the Surrey School District with Earl Marriott starts very early to work on putting together some kind of an idea for a college in Surrey and quickly expands to Richmond, Delta, Langley, the Langleys as well as Surrey. So, in 1965, this group asks for a college to be approved for everything except Abbotsford/Chilliwack for the South of the Fraser. So, from Richmond to the Langleys. And then, North of the Fraser, they start to form groups to look at - to study the question of creating a college North of the Fraser. So before they get too far along, the minister says there will be one college and that's it. So, one college. That's really when it starts and that's I think described pretty accurately as a shotgun wedding and it's sort of the roots of the divorce that will come in 1981.

[0:26:38]



**Alice:** Not too far along.

**Roger:** No, it becomes quite quick. So, 1969 in the referendum for each school district to create a college, so the seven participating school districts, four on this side of the river - south - and New West, Burnaby and Coquitlam, north of the river - all passed the referendum. So, that's how the college came into being. So very quickly, the Minister appoints the first College Council and because the school districts have been so instrumental in this and so an integral part in it, they would have to look at after the operating budgets and some of the capital actually, but the operating budget clearly. The school districts dominated the College Councils. The Council appointed Dr. George Wootton who was actually a nuclear physicist with his PhD from UBC. He worked at Chalk River and had then been at Seneca College in Ontario where he'd been a dean and I think he was a VP too, but anyway a dean. So, George became the principal. Bill Morphy became the bursar and Morphy remained there really until he retired. He was probably, he was 45, 50 when he was appointed. So, he had a good 15 or 20 years as the bursar of Douglas College.

**Alice:** What was his background?

**Roger:** He was an accountant and he was somewhat involved in local issues, school boards and so on, but the bursar had the legislative power under the legislation, Public School's Act Amendments to incorporate colleges. It was almost coequal with the Principal. There was no CEO. It was sort of this dual-

**Alice:** partnership-

**Roger:** partnership, if you like. Yeah.

**Alice:** Interesting.

**Roger:** So, problems with transit crossing the Fraser, the Massey Tunnel 1959. So that was in place. The Queensborough Bridge from New West across that arm of the Fraser in 1960, and then the Westminster Highway sort of wandered along through and down to Richmond. The Pattullo Bridge 1937, which joined New West and Surrey, but there from there, if you're going towards the border or the other end of the bridge you're going north. They are just two-lane roads. So, it's sort of a three-lane bridge into two-lane roads. All the way through Surrey right down to the Peace Arch was the two-lane King George Highway and that of course has changed pretty dramatically now. The first Port Mann Bridge 1964, so that did a couple of things that brought the TransCanada more efficiently into Vancouver area.

[0:29:45]

**Alice:** And that it only opened up in 1962.

**Roger:** Yup.

**Alice:** Yup.

**Roger:** So, it was kind of then began to open up the valley for more settlement, if you like. For more suburbs growing out there. The Albion Ferry 1957, Maple Ridge to Fort Langley-

**Alice:** That lasted a long time.

**Roger:** That lasted a very long time. In fact, even when the horticulture department was created, the Langley campus after 1993, people were still coming across. We had a criminology faculty member who taught at the Langley campus came on the Albion Ferry with a horticulture faculty member who did the same thing to get to the Langley campus. The Mission Bridge 1972. The Knight Street Bridge 1974 which replaced an older kind of obsolete Fraser River Bridge to Mitchell Island.

**Alice:** So, something I would add to that is the maps showed the Fraser Bridge long after it was gone. You buy a map and it would say, "Oh yeah, that's how you get to Richmond". [Laughs]

**Roger:** A lot of stuff didn't pick up very quickly.

**Alice:** No, no, no.

**Roger:** The Oak Street Bridge 1957. Really, that was quite the limited highway system with limited access points. So, to get from New Westminster to the Richmond campus, you could go along Marine Drive which was then two lanes, past all of the farm gardens, the garden-type farms, market gardens along the Marine Drive and over the Oak Street Bridge; or you go over the Queensborough Bridge and go on and come out on where the new campus is, now -the Richmond campus is, which basically just a little further then you went to the old Richmond campus. It was a good way there or you could come from Surrey and you had to go either down River Road along Scott Road to get to River Road, on River Road and drive along and through the tunnel that way or go back to Highway 10 and along and down Highway 99 and through the tunnel. So, there were a lot of lectures that were thought about or classes that were thought about as people drove between campuses trying to, "Oh you know, what am I doing today. Oh yeah, this is what it is. Who's doing your paper? Who's presenting? What am I going to do?", and so on.

[0:32:25]

**Alice:** Absolutely.

**Roger:** So, when I arrived, there were no campuses and that's because BC reneged on promise to buy temporary buildings. They had a site at 8<sup>th</sup> and McBride. They had a site on 140<sup>th</sup> Street in Surrey, basically 92 and 140<sup>th</sup>.

**Alice:** The Green Timbers?

**Roger:** Green Timbers, yeah, sort of. Where the Surrey School District [Headquarters] now is. I remember Bob Lisson met with the Surrey School District and they sort of wrote out a contract on the back of a cigarette package for a dollar a [year] lease for the property that they would

occupy as the Surrey Campus for the college right beside Simon Cunningham School and that Simon Cunningham was there at the time and then our vacant property. Because there was nothing. We taught in elementary and high schools after hours, and these were sort of all over the place. The only campus that was sort of ready was a warehouse that had been rented in Richmond across the road from where the sort of second Richmond expanded, first Richmond campus was. Otherwise, we were waiting for these temporary buildings, so we were running all over the place with books in our trunks and lecture notes and whatever in our trunks to kind of get the place started. It was a very rocky beginning. So, the 8<sup>th</sup> and McBride campus by about October 1970, they finally got the temporary buildings. They sort of backed them into position by then, put them on foundations and there they were in place. In fact, when Wacky Bennett [W.A.C. Bennett, Premier of BC] came to officially open the McBride Avenue, the McBride campus, his big Cadillac got stuck in the mud. [Laughs]

**Alice:** [Laughs] Oh.

**Roger:** There was a picket line out there, forest workers, because of a strike that was happening at that point. It was a very interesting official opening. That's now the site of the J.I.B.C., Justice Institute, and that remained a campus until 1981, actually when the new Douglas campus was opened in Downtown New West. The Surrey campus, 140<sup>th</sup> and 92, and that remained until the Fall of 1990. It was really a 20-year temporary campus, all flat roofed, wooden buildings in the rainforest. They created some significant problems with maintenance. Elmbridge Way in Richmond converted warehouse and quite quickly, we moved and took the place across the road as well, a converted warehouse, and that was until 1992 when the current Richmond campus opened. That's now the Provincial Court in Richmond. Langley 1978 and that was closed in 1982, so it didn't last that long as a campus. It was closed because of budget cutbacks in 1981/82. So, a new campus opened, and Kwantlen went back to Langley in the Fall of 1993. Newton. By 1978, there was tip up concrete campuses that were in place and they were replaced in a large part by the new Langley campus in 1993, and I think you're familiar with the new Langley campus because you had a program there.

[0:36:21]

**Alice:** Yes.

**Roger:** And then by Cloverdale in 2005/06, when stuff in Langley basically moved to Cloverdale and that was interesting because there was a decade of confusion about Tech BC and its site. So, the property that had been purchased for Kwantlen was given over to Tech BC, but they never got to build anything on it, so it came back to Douglas [actually Kwantlen] -

**Alice:** They didn't want to.

**Roger:** Yeah. So, they ended up basically where SFU Surrey now is located. So, the intercampus travel was a huge issue for faculty and some students did travel between campuses, but primarily the philosophy was that if you can move faculty between campuses, then students would be able to stay on one campus and get the courses that they needed. I started in 1970 teaching, and 1970 of course was the October Crisis.

**Alice:** Yes, it was.

**Roger:** So, this created the invocation of the War Measures Act federally. So, in British Columbia and only in British Columbia, Wacky Bennett, W.A.C. Bennett, did a, not a War Measures Act, but he said some similar things about, “We are not going to allow anybody to advocate the aims of the FLQ”. So, this had an impact on how do you teach if your teaching any subject matter about that. This Douglas was quite a hierarchical institution,, really top down and faculty were sort of instructed what they can do and things were approved or they weren’t approved. So, I was told that if you want to talk about the War Measures Act in any way, you need to have an administrator in your classroom or we won’t protect you. So, I said, “Okay, well I’m not going to have an administrator in my classroom monitoring what I’m going to say or what students are going to discuss”, and so on. So, I said, “Fine, you’re not going to protect me”. So, we just went ahead and discussed it. A couple of parents complained because they had a copy of the FLQ manifesto which I had distributed to class as a discussion piece to say why would people think the way they think and why would this be articles they’re talking about in their manifesto. Some parents complained and luckily, that was all it was. It was complaint and I explained what I was doing. It’s passed out. It’s not to advocate it. It’s to challenge it. It’s to think what are the reasons, you know, why would people think this way, and is their analysis accurate? Is there anything to it? Those kinds of discussions.

**Alice:** Oh, critical thinking.

**Roger** So, yeah. Critical thinking. Exactly. That was my biggest point of excitement I guess in that first year of teaching. In the Spring of ’71, everybody was really worn out because of all this curriculum development, teaching stuff for the first time, travelling between campuses, carding your books around, loaning them out to students, getting them back, etc.

[0:39:37]

**Alice:** Or not.

**Roger:** Or not, yeah. So, it was a series of issues like that that kept us very busy. In the Spring of 1971, the college said we are going to have a three-day retreat and we are going to do it at the UBC Forest Camp.

**Alice:** Nice place.

**Roger:** Yeah. Very nice, very good place to go, but-

**Alice:** Pretty bare.

**Roger:** It’s bare and isolated and it’s not primitive, but it’s not hotels either. So, it was kind of an interesting setting. There was booze. There were quite a few people that had quite a bit to drink, and there were a couple of punch ups, not many, but a couple were people from different departments disagreed. It’s interesting to mention that some of the first people teaching at Douglas were World War II veterans.

**Alice:** Right. Of course.

**Roger:** One of them had been a Commando and he was a philosopher. Another one had been in the British Army and he was an English instructor, Irish, but he was an English instructor. These guys got in this little bit of a pushing match, a little bit of fist-a-cuffs and stuff. That was kind of a part of it, but we also dealt with a lot of sort of policy issues moving forward and discussed quite extensively the idea and the concept of student at the centre and what it meant for the institution. There were students there. There were faculty there. Support staff. Administrators. About 200 people altogether.

**Alice:** That pretty much filled up the camp.

**Roger:** Yep. It was pretty crowded but very interesting. So, there were good things that happened there, but this was the infamous Retreat which everyone doesn't want to talk about. There were good things that happened there, but there were also some, the beginnings of breakdowns of some marriages that occurred as the result of things that happened there. It was a different era and it was-

**Alice:** -fascinating.

**Roger:** Fascinating.

[0:41:47]

**Alice:** Yes. Fascinating.

**Roger:** Also, what I discovered when I was teaching here was that my students had no Sense of Place about Canada, beyond the Rocky Mountains. We had a good sense of sort of North South more anyway, a sense of place and politics and so on, but they didn't have much sort of over the mountains. So, I said, "What am I going to do to deal with this?". There were no kind of audio-visual resources that were available. NFB [National Film Board] did things later, but it was about another decade before they did. So, I said, "Okay, Douglas you pay for the film. I'm going to go across Canada. I'm going to do a lot of the historical sites. I'm going to do a lot of the political sites - taking of photographs that I can, the slides actually, that I can then use in class". So, they said, "Okay". I put together a slide-in camper that fit into the back of my Datsun, which is now a Nissan pickup and put the kids and dog in it and drove across Canada. My kids saw more historic sites probably more than most other children would ever see. I took probably 3,000 slides of sites across Canada.

**Alice:** Where are they now?

**Roger:** [Laughs] Well, they're in my home. Some of them are still in the circular trays I used for slideshows.

**Alice:** Yeah. Absolutely.

**Roger:** Yep. What I was to do was to really give students a different feel of, when you're talking about Ottawa, you're talking about some place in Quebec or the Maritimes or so on, where they're reading a novel that deals with some aspect of Canadian history in the Maritimes, think, what's the Maritimes? What's Nova Scotia? Why, whatever. So, I gave them the different sense of that. So, everything from farm implements like agricultural museums to Hudson Bay posts to historic sites across Canada. Charlottetown Confederation Meeting, you know, etc. All that kind of stuff. I really assisted them in getting a better feel for Canada and to get a sense of time, I also incorporated Canadian novels into teaching Canadian history. So, at a minimum, they had to write a book report on a Canadian novel of one of two that I have assigned depending on pre-confederation, post confederation. Everything from Halliburton to Joy Kogawa's *Obasan* which deals with the internment of the Japanese in World War II that would give them a different feel for these events because of rather than reading a dull history book, it was more popularization of it I guess you would say.

**Alice:** Digging down into it and giving it a bit more character.

**Roger:** Yeah, exactly! And so, one of them I used was Sara Jeanette Duncan's, *The Imperialist*, because the imperial league and all of this around leading up to World War I was a big issue. What was Canada going to do? Was it going to contribute to the British Navy? Was it going to build a battleship that it would give to the British Navy or pay for one or whatever, whatever? And they didn't. They formed their own Navy instead, but all these were big issues.

[0:45:19]

Big discussions points. So, this novel was about that era, but it also dealt with some portrayals of the Six Nations around Brantford and they were not positive portrayals. It also gave them sort of some indication of depictions of First Nations peoples in Canadian literature because these were historic novels. They weren't modern novels. They had been written around the era that they were actually writing about. I thought that was a good advantage to them as well. The other thing that I did fairly early was to institute seminars, and because the class sizes were maximum 35 and often they'd be smaller in the early years, might be 25. So, you would figure out a way to get the printing department, and then they ran them off on Gestetner's still, but they were not hand cranked. They had a little motor to them.

**Alice:** They had motors at that point, yes. [Laughs]

**Roger:** A little faster. The students would do the same thing. They would run them off. They'd hand them out a week before. A student would be assigned to do a formal four-page critic. With that we would kind of start the debate rather than waiting for people to -

**Alice:** - chime in.

**Roger:** Chime in. Every student had to come with five prepared questions. They had to be a challenge or at least a question. Not just reiterating something from it, but a question or saying I found this source that this was contrary to what you're saying. Things like that. They get graded

on those questions which would be collected three times during the semester without prior warning. You don't have them, you get zero and so on. So, they had to get involved in it. That was kind of the method that I used and some students had come back and said, "You know that was the best thing you could have done because I had this great fear of doing things in public. I didn't have great writing skills, but looking at what other people did", and then their writing would improve throughout the semester because everybody was looking at their peers' work and they started to get, "Okay, gotta pick it up a bit".

**Alice:** Nice.

**Roger:** So that was kind of my approach to it all, and it worked out overall pretty reasonably. Another big issue that hit us pretty quickly was articulation. Because we were teaching courses that had to transfer to universities, we had to articulate with them. So, to articulate our courses, initially we had to go out. If I had a course, I went out to UBC or maybe went to SFU first, but individually and it was instructor to instructor. It was kind of a very weird system. You would get one response from SFU. You would get another response from UBC about, "No, no, no. You should have this, whatever".

[0:48:35]

**Alice:** You have to have this thing or you have to care about this other part.

**Roger:** Yeah. So instead of thinking about the holistic picture of what is a student who is going to come out with a full year of Canadian history, two courses let's say. What should that look like or what should their skills be? What are the outcomes you're looking for? It was, "Oh yeah. We haven't covered this little topic which I did my PhD thesis on or whatever". So, it was that kind of response that we were getting. That was how it got started, but then pretty quickly we moved into articulation committees. In about three years, we had articulation committees up and running and almost every university transfer [area] a committee would come together and they would meet once a year. People from the receiving institutions, the universities, then people from the sending institutions, the colleges. That kind of got things on a much better footing because I think it started to develop a sense of trust between people, between humans, between individuals. Rather than articulating the history courses, would then go to one history prof at UBC, and he would have to articulate them with the area experts, discipline experts within his department, and that made it much, much better because that person then became an advocate for you as opposed to you having to go up and fight your own battles.

**Alice:** On a one-to-one basis.

**Roger:** Yeah. It was like, "Well yeah, we know these people. They're good. They got their credentials. You know, there's no problem". Yada, Yada, whatever. So, that became the format that went into place. Then slowly people started to collate this information. Initially, it was just, okay Douglas College keeps record of where all of its courses transfer, but they don't know anything about anybody else and so on and so forth. Then eventually, they got to saying, "Well, we should start to collect this on a provincial basis so that we know which courses, you know". So that started to get into place and ultimately, we are at the point where we now have

two former Kwantlen faculty members a dean and VP who are running the BCCAT, Council on Admissions & Transfers. So, it's quite a growth process, but at the beginning none of that existed. So, it was this kind of, "Oh here I am. Here, I'm Roger Elmes from Douglas College What?". "Who are you? What are you doing here?". It's that kind of response. I think that was important because it really kind of moved it forward a long way. Once you get to see what other people were getting across the province, you'd know more about the whole province-wide system and what was going on. The other thing that we started to do at articulation initially it was at these meetings, the universities would come. One year, it might be somebody from Canadian history, and they would talk about recent developments in Canadian history. So, literature, like updating on literature. Who is writing articles about X or Y and so on? And that kind of worked in a number of areas. They did the same thing in Psych and Geography.

[0:52:18]

**Alice:** It became a profession development opportunity.

**Roger:** It became a PD opportunity. So, when I became the chair of the History Articulation Committee, I said, "You know, we have something we can share too". So, I said, "Let's do one on the Sense of Time and Place". And so, I got a couple of people from universities saying, "Yeah, you know. You're right. Now that I know what you mean by that, we should be and so here is what I'm doing or what I think I should be doing". So, somebody from the college would do the same thing I do, presentation, you know. So, it kind of just expanded out and it created a venue for college faculty to do presentations.

**Alice:** Nice.

**Roger:** That would say, "We got something to offer here too". It kind of worked out pretty neat - pretty well. The big change in 1973 was the NDP wins the election and Dave Barrett becomes the first NDP Premier. So, really we are talking about from the early 50's until 1973. Almost a quarter century, it had been Socreds [the Social Credit Party of BC].

**Alice:** Yes.

**Roger:** One government, one party system. It wasn't just a one-party system, but the fact that it was a one-party system. So, Barrett comes to power and that created some very significant changes for the province. I think the longest lasting one was probably the ALR [Agricultural Land Reserve], but it also changed the labour code to allow college faculty to organize and other faculty groups to organize, to be certified under the code if they wanted to be a bargaining agent. We took that up and moved that forward. Also, BC announces its intent that it would pay 100% of capital expenditures, in other words, new buildings. They would start to take that on totally themselves. It took a while for that to work its way in, but that was the intent that became clear. The other thing that the NDP did was it started to say, "We're going to pay a major portion of the operating expenses. So, we're going to start to appoint [College] Council members as opposed to just the school district appointing Council members.

**Alice:** We're paying, we want. Yeah.



**Roger:** Yeah. So, that'll come up again in a minute, but Douglas also launched two interesting programs, Women's Studies and Environmental Studies. So, Women's studies was, I mean it was timely, past time in a way to do that because we had some good faculty who were teaching Women and Literature kinds of courses like that. Ken McGlinchey [ENGL] was one of the first guys who taught that.

[0:55:09]

Interestingly, he had this incredible interest and he was very versed in it, and he did a very good job of it. In Environmental studies, Dr. Barry Leach. So, Barry Leach was actually a PhD in history from UBC and he had written a highly, highly regarded thesis which came out as a book, the Barbarossa Campaign which was Hitler's campaign into Russia in World War II, and Leach had known some of the Generals when he had been in the British Army in Germany and some of his duties involved the prisons in which they were held after Nuremberg Trials, and so, he talked with some of these Generals who had been involved in planning of it. Then later, he got all kinds of documents that were being thrown out in London, and he said, "Oh gosh, don't throw them away. Can I come and take them?". He had a Volkswagen bug in which he made many trips and got all these incredible records that form basis for an amazing thesis later.

**Alice:** Wow.

**Roger:** So, it was quite fascinating. In 1974, we had discussed a lot of different sites for a permanent campus in New Westminster including the BC Pen site and a few others. But they eventually lighted upon is - where Douglas is now, Downtown New West. That was a conscious political decision to try and reinvigorate the Downtown of New Westminster. The place is there behind the Courts and that it would create some, maybe it would be a draw and a magnet. So, eventually of course, it also becomes a stop on Skytrain which gives great access for urban campus and that helps try to reinvigorate Downtown New West as well. Also, institutes were started at that time. So, Barry Leach, his Environmental studies was then reconstituted as an Institute of Environmental Studies and also an Institute of International Studies. So, the Environmental studies focused a lot on Lower Mainland and issues around the Lower Mainland that dealt with the environment. So, it was kind of a local focus, but bigger picture too, but applying what was being plot about other places into the local setting. So, that did a huge thing for Douglas College, because Barry Leach was a great writer, and he probably got about 7, 8, 10 - I haven't been able to locate them, but full-page opinion pieces in the *Vancouver Sun* that all dealt with environment issues. It was this whole thing happening that created all kinds of free ink for Douglas College. So, free publicity, but it was really one person. Later another person came in, Ron Tarvis. [Barry] worked with him as well, but that was the initial Institute. The other one he started was International Studies and that had a real focus on Tibetan refugees. A lot in India but also in Canada and particularly, locally. He and his wife got involved in helping them quite a bit. Some of the focus was around Tibetan refugees and building facilities to educate them where they had been resettled in India.

**Alice:** North India.

**Roger:** Yeah. Somehow, he got somebody interested and when the guy died, he had a lot of property. He left this big grant to support that. So, it was an endowment basically, but there was no foundation or anything, but an endowment that was held by the college and it was to fund these schools in Northern India for Tibetan refugees.

[0:59:15]

**Alice:** Nice. Very nice.

**Roger:** Yeah. It's amazing what some people have done on their own. So, unions.

**Alice:** Okay.

**Roger:** So, first the BCGEU, the staff opted to go with the BCGEU quite early, so by 1974, they became Local 62 of the BCGEU. The big issue was where would lab instructors go. They were called lab instructors, but later become lab supervisors and different titles, but basically, that category. Part of the issue was that almost every one of them had the same credential as faculty who were teaching in the department. Now there were some PhDs, [in faculty] but most were master's in sciences. That was a big issue and ultimately, it got settled with the GEU having them and then later retaining them. After the faculty association came along as a union, the lab instructors said, you know, we really should be in the faculty union. So, we made an effort, but got accused of raiding and all kinds of other things and it didn't happen. So, 1975, we started working towards certification [of faculty], and we won the vote 60.6% in favour. So, the numbers when you see, this was about the size of the faculty, 86 to 56, and virtually, everybody voted.

**Alice:** That was a good turnout.

**Roger:** It was an issue. I mean, not everybody agreed with it for sure. But Jack Finnbogason [ENGL], myself, John Reid [HIST], Sandra Carpenter [Reading Skills], John Paterson [BIOL], to some extent, were all working on turning the voluntary faculty association, which really didn't have any power, into a union.

**Alice:** - into a bargaining union.

**Roger:** A bargaining union.

**Alice:** Certification.

**Roger:** Certification, yeah. So, we went for the labour code. We actually got a labour guy who was down in Gastown, lawyer, who did a lot of work for us. He became – his name escapes me now. He became a mystery writer. Quite a well-known mystery writer. [William (Bill) Herbert Deverell] Published a lot of novels and stuff. So, I think there were two real issues that motivated people to vote in favour of the union. One was, we sort of got used to this democracy-at-large approach to governing the college in the first year or so, but then it started to waning away as the place became bigger, as issues like the new College Councils that were appointed in

part by the provincial government came into play, and we wanted to figure out a way that faculty could have more control over governance and brought us the possible definition of governance because as the people who had been chair of Humanities, today, they would call it a dean, but then chair of Humanities and so on.

[1:02:39]

As they became more integrated into management, the role of faculty became diminished and our say was not working very well. So, that was motivation for a number of people. That was really my major motivation and for others, it was salaries and working conditions. I cared about them too, but my big thing was about having a say. So, those two issues really became the thing that drove people towards certification. It was contentious, lots of discussion back and forth, but it happened. As we became certified, we had a quite interesting incident. The student journalism newspaper, *The Pinion*, the faculty member in charge of it was Charlie Giordano, and Charlie got brought up before the board. We didn't even get brought up before the board. The board just went ahead and said, "You're guilty of bias in your editing of this student newspaper, and so, we are going to censure you for that". So, as the DFA president, the first president of the certified faculty association, I would attend the board meetings, and the next one I went to, because this had all happened *in camera*, I said something's happened here and I've been told what it is, and this is totally, yada yada. It's against every possible belief around ethics and behavior and democracy and involvement of faculty and students, and so on and so forth. The board was then chaired by a guy named Jean-Pierre Daem, who was actually a PhD biology student at SFU and he had been appointed by the NDP as the chair [of the College Council/Board] which was fine because that's how the legislation - that is their power. He was sort of arguing, "You have no business to say anything about this. It's got nothing to do with the faculty association, etc.". I said, "Just a minute. The person you've censored here is a faculty member - of course it is, to a faculty association".

**Alice:** Oh, and we have a legal right to represent.

**Roger:** And to represent. So, the board, the majority of them were just kind of going along with him and then Fred Gingell, who is actually a VP of Mohawk Oil was on the board [Council] and he said, "I think that Elmes has something of value here to be heard and I think we have to hear it with open ears". Then George Wootton, the principal said the same thing, "Yeah, you gotta listen to this". So, they did listen and they did remove the motion of censure, and then they called Giordano back in and listened at the next meeting, called him back in, listened to his argument and what he had said about it and they passed the motion of censure once again.

**Alice:** [Laughs]. Okay. At least there was process.

**Roger:** There was a hierarchical organization for sure and we hadn't yet begun our bargaining. The first collective agreement, we had two board members and George Wootton as the Principal on one side, Jack Finnbogason was our spokesperson and he had been involved with the union at Seneca [College in Toronto], so he had some background in it and he kind of spoke from some experience which was good, and John Reid who taught history and myself.

[1:06:34]

They were seated on one side and it was bit of a round table, so we weren't exactly on sides. I was sort of sitting beside one of the board members and Jack was negotiating away and making a point about X or Y or whatever it might have been. The guy, a board member sitting beside me, I heard him sort of mutter, "They're only in this for the money". I just sort of picked this up and I went, [Pounds table] "Bullshit!". Everybody jumped and Jack said, "What the hell is going on?". He's focused on the chairman of the board across from him and all of a sudden over here, and so, Jack quietly says, "I think we should have a caucus". [Laughs].

**Alice:** Well, good on Jack.

**Roger:** Which was exactly the right thing to say, but it was interesting because it changed the dynamics of the process that there wasn't going to be any more of this sort of muttering about - little asides. We are going to speak through one spokesperson, but the board members from their side became kind of more receptive. They were, like, these aren't going to be pushovers because I think, they thought that this had been agreed to and we had staged it, and -

**Alice:** It wasn't.

**Roger:** It wasn't at all.

**Alice:** -and an immediate response.

**Roger:** It was just kind of a knee-jerk reaction.

**Alice:** [Laughs] That's quite the story.

**Roger:** [Laughs] So, what's interesting - I was looking at the collective agreement last night to just sort of check the starting salaries where they are now, and I looked at the structured agreement. Apart from things that have been added as society has changed and HR practices and laws have changed, etc. Apart from those additions, it's basically the same structure, the same issues, and they have been amended and negotiated back and forth, but it's all basically the same as the very first collective agreement.

**Alice:** Interesting.

**Roger:** Which is interesting, eh? I mean because it came from nothing and it's kind of where we got. So, on the other side, this was all, of course, there is no release time for any of that, we should underline that. So, if Jack Finnbogason was negotiating on his own time, being a table officer was your own time, it was volunteer work service.

I got involved in week-long Cultural Identity conferences, and these were interesting to me because they were interdisciplinary and because they are about Canada, Canadian culture and so on. So, the first one was 1974. A lot of these were organized by Dawson College – Robert

(Squee) Gordon - and a couple of other people there. Chris Rideout [ENGL] and I heard about this, so we jumped on a train in New Westminster. The train station is still there, it's now a pub.

[1:09:42]

**Alice:** Yeah, I know. I know.

**Roger:** That train station and hopped the CPR over to Banff for this three-day conference in the Springs. It was very interesting. A real eyeopener. There were lots of Quebecers there because it was from Dawson, mostly Anglophones, but probably 6, 7 or 8 Francophones from Quebec as well and people from across the country. Earl Bernie was one of the famous Canadian poets who was there and interviewed or at least gave a presentation. The next one was in Mont-Orford in Quebec in the townships. This was organized by Ross Paul, who was from Dawson. He was later at Athabasca as a dean and being paid, and then John Tibbits, who was later president of Conestoga in Kitchener. I had a feeling he was out here in BC at some point, but I couldn't find that. In any case, that one was very fascinating because one of the guys had organized for René Lévesque to come to this conference. So, René Lévesque drives up and he drives up in this old kind of ram-shackled car. He is all alone in the car. He is the leader of the PQ. The PQ has got a number of seats in legislature, National Assembly by then and he proceeds to sort of talk to ... he says, "Why don't we go and sit under a tree", because he is a chain smoker.

**Alice:** Yes, he is.

**Roger:** [Laughs] So, we all go and sit around this tree and René Lévesque started leaning against it and we're talking to him and listening to what he has to say and challenging him, asking him questions. Good discussion going on. This goes on for probably six hours and then when we go back he says, "Well, it's pretty late. I better stay overnight". So, I wake up in the middle of the night. I'm on the ground floor. My window is open and I hear him walking back and forth, talking to a woman who was our simultaneous translator and we used her for a bunch of conferences, but she was a translator there. It's 2 o'clock in the morning and he's out there still chain smoking and 4 o'clock in the morning, he's still walking back and forth talking. She eventually worked for the PQ as an advisor, translator and so on for them. That was her first introduction in ... What was truly amazing to me that this guy came and he spent so much time. The next day, Brian Mulroney-

**Alice:** Photo op.

**Roger:** It wasn't just a photo op. Brian Mulroney arrives. He's in a big Cadillac. He's driven by a chauffeur and he pulls up and John Tibbits introduces him and he says, "He'll be the next Prime Minister of Canada. It won't be right away, but it will be pretty soon". So, Mulroney, in contrast, he's there for an hour and he gives a little speech. He answers a couple of questions and then he is whisked away, and that was goodbye Brian, thank you very much for coming. It's not necessarily to comment on him as a person or René Lévesque, it was just this incredible contrast of how they dealt with people they didn't even know, but they were there to talk about issues that were important to them. For René Lévesque, they were so important that the rest of

Canada could understand what was going on that he would spend all that time. Truly amazing experience.

[1:13:38]

**Alice:** Really. Wow.

**Roger:** So, in 1977, I organized a Cultural Identity conference in BC. We did it in New West and then we took a converted Canadian Navy Minesweeper which was a charter vessel operating out of New Westminster. We had already done things, sort of New West and UBC. We had people come and talk about various issues, Indo-Canadian community particularly, Chinese community, about Cultural Identity and what the issues were for them, and First Nations also. Then we got them on this *Edgewater Fortune*, had a geographer and Jackie Gresco the historian gives a running commentary as we went down the Fraser River about the history of the Fraser and geography of BC and so on. Then across to Qualicum Beach to the Qualicum Beach Inn which had been a former college and that's where we held the second part, and then we focused more on sort of issues on the island about what was going on there. It was kind of a mobile feast in a way and giving them this experience to get around that way. That was the Cultural Identity conference. They thought that this was pretty nifty too that we organized something like that. So, ACCC was looking for a director of a new office, Canadian Studies. They got a big grant from the Secretary of State to do something around Canadian content, Canadian studies in Canadian two-year colleges. Somebody said you better phone up Roger and say, "We're doing this to open. You better come and apply for this". So, I did. Flew me off to Toronto. Huge ice storm. Couldn't land. They flew me on to Montreal. So, I kind of get there and I'm supposed to go back with this interview the next morning. Early in the morning. So, I'm like, "Oh, trying to get a flight and everything". Phone them up and said, "You know what? I might be late because ice storm, you know about it. I'll be there whenever I get there". They said, "Fine. Good. Good interview. You speak enough French. We'll hire you whenever. We'll pay your moving expenses.". So, we then negotiated that I would be seconded because I didn't want to quit Douglas. I wanted to still come back. That was in my brain at that time. So, I said, I want to be seconded. They said, "Okay. What we'll do is we'll pay your salary and benefits and your pension contributions from the employer's side, and then we will just bill Kwantlen for it". So, they became the administrator for it, but Kwantlen paid it and I'm employed with Kwantlen.

[1:16:47]

**Alice:** Was it still Douglas at that time?

**Roger:** Douglas. Sorry, I should say Douglas. Yeah.

**Alice:** I know you know.

**Roger:** I'm jumping ahead because it splits when I'm away.

**Alice:** Oh, okay. There we go.

**Roger** In Toronto. Yeah. So, being the Director of the Canadian Studies Bureau - Des Etudes Canadiennes, so it's kind of a neat little bilingual name for the thing. This was quite a fascinating opportunity because it meant that I would be travelling across Canada a lot to colleges and ministries of education, advanced education, whatever they might be called from different provinces from time to time and talking about Canadian content across the college. So, sort of how do you put Canadian content into teaching across all disciplines. Some were easy. Some were harder. We had a nice newsletter that went out monthly. We got a nice publications program where we could publish materials that would help disciplines that didn't have much Canadian content. So, we were publishing stuff as well. Ran a number of conferences in each province around Canadian content, Canadian studies and what have you. So, this was rolling merrily along. I was in Ottawa and a colleague at Algonquin said, "You should really meet this guy, Jim Feeley who's our IT/AV guy". You have to remember, this is 1970s. So, "What's IT mean?" It means, you know, learning how to operate an overhead projector and maybe run a VHS machine and push a TV around the campus and what have you. I met with Jim at a breakfast meeting in Ottawa, and he said, "You know, you really gotta get tuned in to what's happening with information technology". He said there's new information technology. He said, "You're in a position where you should be aware of it and figure out how it's going to affect Canadian content, but how it's going to affect colleges in general because this is going to be a big thing. So, start talking. Learn more about it". The upshot of it all was that I said we are going to retile the office and also add new information technologies to it. So again, what we're talking about is really the beginnings of laptops. Well anyways, portable small non-mainframe computers and what impact they would have on the colleges. He was talking about the PET, the super-pet, and then the 64 [all from Commodore]. You know, those kinds of machines, video discs, etc. Because Feeley got connected. He was in Ottawa. I got connected to the Department of Communications, Federal Department and there was somebody there who was saying, "Yeah, this is what's happening". They created another kind of computer software system that was called Telidon and what they were hoping was that some Canadian computers would start to get manufactured, "Bionic Beavers" or whatever they might be. That we would create this new industry in Canada to meet this demand. We added this component to the program and Dave Godfrey from UVic, Governor Generals Award winner for fiction. He was chair of Creative Writing in UVic, but he is also very much connected to this stuff.

[1:20:30]

He and the associate deputy minister of Department of Communications, Ottawa. They joined and put together a book called *Gutenberg 2*. So, what they were arguing was these new information technologies will be as powerful as movable type was in the era of print. So, very interesting. Provided a lot of focus for people to learn things about it and write about it. Then, they said, "You've gotta represent the colleges and you gotta get some more people from colleges and universities on a national committee that we'll put together to educate postsecondary and K to 12 system about what's coming down the pipe and form a new technology and how they need to start thinking about addressing it. So, we formed that committee. It was called CONSORTEL and we would meet regularly across Canada and deal with these issues. So, K to 12 ministry uses an ADM or somebody like that or high level in those ministries, and then Université du Québec had a very interesting guy who had a good touch on it, Newfoundland, etc. Good representation across the country. We got a number of things running

around educating people about it. So, at ACCC, I was able to take the National Convention of ACCC [Association of Canadian Community Colleges] that was going to run in Toronto and convince the organizers of it, because these were organized by local committees, that the focus had to be new information technologies so that everybody could get more informed about what was coming. We had people like Dave Godfrey, and the ADM from Ottawa come and speak out. Good speakers, knowledgeable people from Quebec, etc, and to talk about it. Lots of displays because there was enough that you could show things then. People talk who are already using video discs and instruction. People from automotive come and talk about how they are already using these things in schools and in post-secondary, and how we can move ahead. It was very good because all the presidents and principals of colleges, that's who attended. Faculty, staff and students were all represented at these ACCC conferences. It was really interesting to do that at that time, right? So, this was 1980-

**Alice:** Oh yeah.

**Roger:** -and push it forward. While I'm away, Douglas splits, 1981. So, somebody phones me up and says, "You gotta choose". So, I said, "Well, hmm, Douglas is going to have this new campus. They're going to be pretty static. I'm going to go south of the river because there is going to be lots of change there". This is what excites me is to see changes. So, I choose Kwantlen. I still have two more years, so I remained -

**Alice:** Where you are.

[1:23:50]

**Roger:** I remained where I am doing my stuff. When I'm thinking about coming back, I'm offered a position in the Department of Communications at the director level to work on new information technologies. So this would be a civil service career which I kind of kicked around and a VP in a Cégep. They didn't call it VP. They called it Director of Pedagogical Services, but it is basically a VP Academic - Anglophone one, and luckily by then I was with Marie-Claire and she'd been to BC once, but really just sort of in Delta and a Richmond Hotel. She'd never really been here. So, we came out here. It was a wonderful Spring day, April, beautiful weather and that had sort of turned. No, I was going to go back to teaching. I'm going to go back out here. This is my choice to make. So, we made it. They moved us back out because that was part of the deal. So, I got moved back out here and arrive to a BCGEU strike.

**Alice:** Oops.

**Roger:** So, this was the first strike in Douglas or Kwantlen and it was the GEU local of Kwantlen that went on strike. I walked from being able to call any Deputy Minister of Education across Canada or president of college or whatever and set up a meeting with them or whatever. Do something with them ... to standing on a picket line being able to communicate with nobody except-



**Alice:** Rank and file.

**Roger:** be in the picket line with me. So, this is where we were. Rank and file exactly. So, Don Currie [Trades] talked about bringing the big 45-gallon drums to light fires that people could warm up on this strike. The interesting thing about the strike, it was about six or seven days, five, six or seven days, something like that, Geoff Dean has actually written an interesting journal which is in the KFA [Newsletter]

**Alice:** Kwantlen?

**Roger:** -records. It's kind of a journal of that strike and a good record of it. The Registrar's Office staff actually ran an alternate registration on the picket line. They actually registered a whole bunch of students, and in the process they said, "Who's going to take these in? Who's going to cross the picket line with these and take them in and present them to administration?" So, somehow, they said, "Elmes, you're going to do this". I'm like, "I'm not in the registrar's office. Anyways, so I was the guy who was walking across the picket line with these things. So, it's - was very interesting that they took that initiative and actually registered students and their courses.

**Alice:** Not for the students. It was to influence the administration.

**Roger:** Ultimately, yeah.

**Alice:** Yeah. Yeah.

[1:27:01]

**Roger:** I think one of the reasons that they moved to settle fairly quickly was they saw this going on outside, as you say to influence them, this alternate registration. That registration basically was dumped and then they ran a formal registration after the strike was over, but it did sort of create this interesting situation of staff working really hard at it.

**Alice:** [Laughs] Mmm.

**Roger:** So once the strike was over and I had presented these things to Tony Wilkinson who was the relatively new two-year, by then, two- year president of Kwantlen and Dave Williams who was the chief librarian initially but by then he had become the VP of Student Services or something like that. What had happened, out of all this new information technology stuff was this group of colleges and universities and K to 12 said "We're going to set up a consortium to transmit graphics across telephone lines and Elmes we want you to run this consortium which means you're sort of a one-person committee. You'll have to kind of consult with us, but you're going to kind of head it up. We will give you money to hire one person, one staff person to make sure that it all happens". So, I thought, "Oh, okay. That's great", but the response from Kwantlen was, "Well, it can't interfere with your workload and your commitments". I thought, "This is kind of crazy. This is a national event that is going to occur. It's a national committee and it's going to be at Kwantlen, so why not embrace it". Well, they didn't embrace it. It didn't

really matter because I had a Commodore 64 and it just tied into the mainframe at UBC where there was this huge 25,000 lines of C Code program that was able to transmit graphics basically. So, that was a UBC program, partnered with UBC and everything ran through them. I hired a guy from Victoria who had a background in computing and he did all the nuts and bolts of getting this stuff functioning and making sure everybody had the same program and that the colleges and universities who were going to receive the graphics, get it all set up on them. So, there was a lot of back and forth to do it. Basically, it was a very interesting little project that Kwantlen actually had a hand in and it worked and it was quite fascinating to watch because I could read email as it had come in over my 1,200 baud modem, let alone watch a graphic paint on a screen which took forever through that little modem, but it worked and we transmitted graphics from UBC to UVic to Memorial University in Newfoundland and everywhere in between. So, it was a little beginning -

**Alice:** Fabulous.

**Roger:** A new start. The next thing that kind of caught me up was there was controversy about the poor communications within Kwantlen. Whether it was just an excuse, I don't know, but that's how it was characterized. So, the board appointed Gerry Kilcup who was a VP and myself to inquire into the state of communications in Kwantlen. We said, "Alright. We should hold some meetings. We should ask people who want to come and talk. You know, give their perspective about communications about what's wrong with them. What's right with them. Come and talk to us".

[1:31:06]

We should also figure out a survey to send out to people that everyone can participate in. They can be anonymous. They can participate and faculty and employees can participate. That was kind of set up and put into place. We ran the meetings. It's really a challenge for an administrator to always listen to negative things. At one point I had to say, "You know our role here is to listen and not to challenge. We're just receiving information. We might verify some stuff like, 'Is this what you mean?'". That kind of thing. But it's not to challenge what people are telling us. So, he [Gerry] took that in and said, "Yeah, you're right". "That's what we should be doing". He was a very big person to be able to do that. Some people would then start arguing with you for saying it, but no, he received the message and we moved ahead. Conducted the survey. John Patterson who was by then the Registrar ran the information and the ultimate outcome was that communications were very poor in the institution and the president held some responsibility for that. So, his contract was not renewed. The Board got somebody from the ministry, seconded from the ministry, Dr. Jack Newberry to come in as the interim president.

**Alice:** Acting.

**Roger:** Acting president, yeah. So, he was acting president for close to a year. Maybe a bit more, but he was acting president while the Board went on a search and as a result of that, the search outcome was that Andrienne McLaughlin was appointed as the president. I think I'm pretty sure, the first woman president of Kwantlen, I think of the colleges in BC too at that point. In the meantime, '86, '87, I became the Director which I always find a fascinating title,

the Director of Humanities and Social Sciences, as though we could direct faculty because certainly in the area that I was in, directing faculty was not something that was going to happen with any regularity. I mean, you would maybe try to direct faculty, but it wouldn't work very well.

**Alice:** Mm-hmm.

**Roger:** Now the tremendous advantage that I had and this sort of links back to my Navy experience was that the person who was my "secretary", she was really an EA was Pat Petrie, and she had been in that position a long time. She knew everything about the people. I had been away for four years. I've been back for four. She knew everybody. She knew how all the systems worked. She had all the word processing. All the keystrokes memorized, you know, etc. She knew everything about the position. About how it ran, what needed to be done, when it needed to be done, etc. It was a great learning experience to work with somebody with all of that background and skills and knowledge to impart. I started out in that. That was Humanities and Social Sciences, and it was basically everything that today would be Arts, the Faculty of Arts. It was the biggest Division in, [the college] because it wasn't called a faculty.

[1:35:05]

It was the biggest division in the college and I also picked up a title of Campus Dean because as the former president had left and the organizational structure which was campus based, where the campus principal and faculty sort of traded between campuses to offer us a course and whatever was given ;say in] spring. So, the director of the faculty in Richmond, let's say the Arts faculty would trade with the director of the Arts faculty in Surrey to get somebody to come over to give X or Y. It was really a weird structure.

**Alice:** Yes.

**Roger:** But it was in place for about 5 or 6 years and there it was. So we went away from that so, we said, "We still have to ask somebody in administration who sort of has some overall responsibility -

**Alice:** -From the campus.

**Roger:** - Other than the sort of campus supervisor facilities person. Somebody who has some kind of overall look at what's academically occurring on the campus. So, that happened and there we were and I kept that for quite a while. In fact, Brian Carr eventually took it over probably a decade later. At the same time, around that same period before we actually got this new campus, students were starting to come to us about cultural issues, about ethnic issues, about respect and so on. So, we started to figure out, so what should we be doing? So, Cultural Diversity, Ethnic Awareness committee was formed, and it sort of ramped up and got going. By the time we got to the new campus, we had already partnered with Surrey-Delta Multicultural Coordinating Committee which had been formed primarily because of an incident at the Newton Legion where a Sikh Major had been refused admission; he fought in the Indian Army, World War II, and you know, etc, with the British and so on. He had been refused admission because

he wore a turban and he wouldn't remove it. We also had a student at Kwantlen who was wearing a turban, wanted to join the RCMP and would not join unless he could wear a turban.

**Alice:** Yup.

**Roger:** So, two quite important issues around that time.

**Alice:** Landmark.

**Roger:** Yeah. So, Surrey-Delta Multicultural Coordinating Committee was formed in response to that Newton Legion issue specifically and it involved a number of government agencies, government departments, churches, local organizations like PICS [Progressive Intercultural Community Services Society], SDISS - Surrey-Delta Immigration Services Society and others like that.

[1:38:10]

**Alice:** And their links to SUCCESS too.

**Roger:** And to SUCCESS. Yeah. So, there was a bunch of links that sort of brought all these people who were interested in cultural issues, intercultural affairs, ethnic integration, accommodation, etc. All those sorts of issues together. That kind of reinforced what we were trying to do in Kwantlen, because now we had an external partner and through the external partner group of about 40 agencies and organizations, we got some federal grants at the end of fiscal years when there was money left over to do things around training and integration, culturally competent workplace, etc. Together we organized these things, and Kwantlen became the venue because with the new campus we had space-

**Alice:** You had a conference centre.

**Roger:** Well, we didn't have a conference centre yet, but we had the cafeteria. So, we had to kind of book it and reorganize it and students would eat in the faculty staff lounge that day instead. We could run the events here that would put Kwantlen a little bit on the map around cultural issues.

**Alice:** That's true. That's true.

**Roger:** So, CDEA grew and grew and eventually it ran annual month-long cultural identity conferences, cultural competence conferences, cultural information conferences. We had a lot of faculty involved in those who did really, really great jobs.

**Alice:** That's where I first met you.

**Roger:** Yeah. And Balbir Gurm [NURS], Francis Chik [SOC], there was a whole bunch of people who got involved in these from non-majority cultures but also people who were from majority cultures. A good integration of people working on these issues. Darlene Willier when

she came on as Native student advisor. A whole bunch of fascinating things that occurred there that also got Liz McKinley on it. So, it also kind of pushed back into HR-

**Alice:** Which was wonderful.

**Roger:** Which was very important to do. To kind of get things happening there which also helped ultimately in hiring issues as well. So that I think over time it changed the culture of what Kwantlen looked like.

**Alice:** Yeah. I think so. I think so.

**Roger:** So, one of the huge things that of course I got involved in as the director later as dean was hiring and I had a different perspective on hiring, I guess for a couple of reasons. One. - I saw that a lot of the faculty were sort of, the tendency would be to hire people like you, whatever like you means, whether it means ethnicity or whether it means what university you went to and so on, and people who thought like you when you ask questions about teaching methods and so on.

[1:41:16]

**Alice:** People who study in the same niche of your discipline.

**Roger:** So it bothered me that was how it operated, so I started some things which linked partly to CDEA and partly to just, you know, let's do things differently. So, we said, "Alright, let's figure out uh that with some help from Liz McKinley and some forms that she had that she could use to figure things out. Then you would say, "Alright, these are the criteria we are gonna hire on: now the hiring committee you're going to develop, you can consult with your department, doesn't matter, but you have to consult on how we are going to rank these criteria, what's going to be highly weighted ones, what's going to be the lower weighted ones.

**Alice:** And what are you going to do here?

**Roger:** Before you even go through the piles, the paper. So, you have to kind of do all this beforehand. We started that process and one of the criteria was that every search had to have diversity, had to have a positive weighting. Now you could find diversity if you had all male faculty in your department, obvious choice would be you'd have to have some female faculty in your department. If you had all white European extraction faculty in your department then you had to start to look at the student body, guys. This is what's happening out here

**Alice:** and community...

**Roger:** Yeah, let's start looking around us. It had to be a positively weighted criteria in every single search. Not every Faculty developed that, but I insisted on it. In fact, we agreed and so we moved forward and slowly things began to change. The biggest push was to alert them to the fact that we were hiring. Every decision was a multimillion-dollar decision. Your hiring faculty, typically, they'd be here for years and years and years because there is a two-year probationary

period, after that, you're pretty much in for life. So, let's make informed decisions when we hire people and let's ensure that every competition is a national competition, so that when we do this we know we're hiring the best possible candidate we can find. Now, I got a lot of pushback from that, from the union understandably because they were interested in regularizing faculty who were already teaching here part time. I said, "Okay, I understand that, but we are going to hire the best person we can find". So, as it worked out when I calculated after a few years - and a few years on, it was about 50/50. Fifty percent would be totally external; they never taught at Kwantlen before; 50% would be internal; they had taught at Kwantlen before. But they also when they were hired, they knew they won a national competition which was a little different than internal.

[1:44:30]

The reason that I did it was I could understand that in a lot of departments, if you only hired Criminology faculty the only place with a criminology degree was SFU except U of T. So, you kind of had SFU and that was where you would've gotten hired from, so you weren't creating diversity in the background in the hiring. If you had a Psych Department, Psych is sort of this multiplicity of disciplines within. Because you're trying to hire in this multiplicity of disciplines you grow, then you've got to have some broader net in which to catch people to bring them in. That kind of spread across all the disciplines and we got around to moving that forward. To grow the department, to grow the Division, later on the Faculty, especially when it was still a Division even including the KUC days, but especially Kwantlen College days, we had in-person registration. Students came in and they registered, and if a section filled out it would sort of be crossed off on the board, and if in your back pocket you've had some new sections, you'd have Bob Lisson's [VP Finance] phone number.

**Alice:** Bob would need a new calculator.

**Roger:** You would phone him up and say, "I need three more sections Bob". "Okay Roger, go ahead". Whatever the department was. You write 'em on the board and then you had some faculty in your back pocket too because you now had to put a person to teach that course. All of that had to be sort of set up and in place and that was really how we grew Social Sciences and Humanities into a very, very large division because you knew that there was going to be an overflow of students. It was just happening especially once we got to this 72<sup>nd</sup> Avenue campus, the new campus for Surrey. There's always an overflow, so you just kept pumping people in and pumping faculty in and away it went. A lot of faculty got their start that way, some of them went on to Camosun, like I don't know what her name is [Gira Baht PSYC]. It's totally escaping me. She had the CURA [Community University Research Alliance from SSHRCC] grant, psychologist. Anyway, it'll come, and Diane Purvey who started teaching Canadian History here part time went to Cariboo that turned later into Thompson Rivers and then came back as the Dean. It's quite a neat process. Anyways, so we hired a lot of people. We made the place grow. Tried to work really hard to give Chairs more authority and more power. Now they were in a real bind because they were under the collective agreement. If they were a Chair, they were elected. If they were a Coordinator, they were selected by some process involving administration.

**Alice:** And it may have been a direct hire.

**Roger:** Yeah, it might have been straight direct into the position. So they were different but they had sort of similar responsibilities or outlines of responsibilities, but the responsibilities were limited by the collective agreement and the authority was totally limited by the collective agreement.

[1:48:06]

**Alice:** Because they were faculty.

**Roger:** Yeah, because they were faculty. So, trying to get Chairs to take more responsibility, and then slowly getting them release time or non-teaching time to be able to actually do the job that was happening. More and more faculty started to come into these positions and to say it's a real position. "I know I got something to really do here" as opposed to "Oh, it's your turn, it's your two years to do this now, you're next".

**Alice:** Which still happens.

**Roger:** Yeah, I'm sure it does. My sort of push was always that faculty should be empowered. Faculty should have a role in all of these critical decisions that need to be made around economic issues and around hiring and around X and Y and Z. I've always had in my head this image of a department in the university and the role that the faculty played in running a department and so on. That's where I was trying to push and be. In July 1987, Adrienne McLaughlin was announced as the new president coming from Algonquin where she had been a vice president. So, Adrienne came and she provided a lot of dynamic leadership. Everything wasn't roses. There were a lot of issues that arose, but she certainly provided dynamic leadership. A number of administrators were pushed out and that provided some controversy. She spent a lot of time talking with faculty. I would see her at the faculty lunch table in the staff lounge on a regular basis. I would often be there talking with faculty and so she'd come and sit down and I always got along very well with her because somebody [from Algonquin] advised me that she's gonna push you, but you have to push back. You have to stand up to her and stand up for what you believe in. So, I did that and it was certainly very good advice because it did stand - good working with her. So, I'm planning the new Surrey Campus. This was another thing we got into. She was very instrumental in getting the new Surrey Campus back on track. Getting it happening, but it had been a long, long struggle. Ron Rea in Criminology had worked very hard as a faculty member with Rita Johnston [MLA] to get some things happening. She said, you gotta get a big petition. You gotta get community support, you know etc, etc. He spearheaded a lot of that as a faculty member. Just on his own. "I believe in this. I'm going to do it". He never really lived to see it because he had a sudden embolism and died as he fell. Very sad.

**Alice:** Very sad.

**Roger:** That he never got to see the fruit of his labour. But Adrienne really pushed. She worked with provincial legislators very effectively. She was not afraid to say what she thought and she

would go to the Ministry and she would tell them exactly what she thought. She was very, very strong in that way and got a lot of stuff done as a result of that. She angered a lot of people in the Ministry and elsewhere, legislators etc because she was a dynamic and hardworking, pushing person.

[1:51:48]

She really worked hard. In 1992, she split Humanities and Social Sciences arguing that it was too big and she didn't want to create new levels, so like associate deans. She split it in two. Humanities - Priscilla Bollo became the director of Humanities and I stayed with Social Sciences and somehow it was changed to and Related Studies which included some Music because it was going to be as the new Langley campus would come on stream, there would be a Music program. I guess, because I had been around longer as the director they said, "Roger, you're going to have to launch this". In 1993, Kwantlen got its first degree and this was in conjunction with the Open Learning Agency and Sooz Klinkhammer was very much involved in putting that together and it was in Interior Design. Parenthetically, Alan Davis was at the Open Learning Agency and he was here in Kwantlen for the opening of the new design centre [Wilson School of Design on Richmond campus] as President [of KPU]. So funny how circles roll and run.

**Alice:** Absolutely. That would that have been on the new Richmond campus, or was that on the Surrey Campus?

**Roger:** Well In 1993, that was in time for the new campus at Richmond. The degree was sort of being worked on already, but it was kind of neat that it coincided with that campus coming on the stream.

**Alice:** Did the campus open in '91 or '92?

**Roger:** Yeah, '92, '93, somewhere in there.

**Alice:** '93 was Langley.

**Roger:** Yeah, so it was '92 then.

**I:** Because I remember being at the Richmond opening.

**Roger:** Yeah and actually a good friend of ours, Lori Scanlon offered guided tours of the new campus.

**Alice:** Absolutely.

**Roger:** There are some pictures of her actually doing that. So, in terms of Kwantlen, we were kind of growing along and internal, there is a sort of college review process, now it's institutional review, but then college review. It also would involve an external review team. I served on a couple of them. One was at Castlegar, Selkirk. Kwantlen had an internal review, and then there was an external team that came on board. The friction that had developed, I think, a lot with the



Ministry and with the local MLAs. Whoever it might have been, there was a strong pressure to move to another president. This external review team became part of that process. The internal review had identified some issues, but the external review had really come in and picked up on those and picked them apart and so on. As the result of that, Gerry Kilcup became the acting president.

[1:55:32]

**Alice:** He had stepped down as VP previous to that.

**Roger:** Yeah and -

**Alice:** I remember his letter of resignation and all that.

**Roger:** Yeah. He was not a happy camper.

**Alice:** No, I got that, but it was a well-crafted letter of resignation. It was.

**Roger:** There were a few who were not happy campers and one person used to come to my office, the old Surrey campus, every Friday afternoon after he just got his marching orders from the president and he would then try to complain to me about whatever, whatever, whatever. There was a lot of friction I guess you would say within the administration. I think she was a dynamic person. She was very, very good at getting things moving ahead, but it did create some friction. Gerry had come back to faculty, taught Criminology for about a year or so, then he became acting president in '93. 1995 Kwantlen becomes a university/college. It was kind of one of these really weird things in a couple of ways. One, Kwantlen was under the impression, as it turns out incorrectly, that it was only supposed to offer only applied degrees. Whereas the actual direction was, "You should offer applied degrees because that's something everybody should be doing in the university/colleges", but that translated to, "You're going to offer applied degrees". The second was that we didn't have any university as our sponsoring body if you like. So, every other university/college that had the university which had kind of guided it through moving from non-degree granting to degree granting. That's very interesting that that kind of thing happened because many years later, I did a review of a private two-year college, and the way that they got their stuff set up is they created a kind of a senate without it really being a Senate, but everybody on the senate at this private college were almost all from SFU and UBC, but I think there was one from Langara, but they were all faculty members in those universities. So, when they went to articulate their courses, they basically more or less vetted.

**Alice:** Pre-vetted.

**Roger:** Yeah, pre-vetted, pre- whatever. So, that was the way that they had done it. I think that the university-colleges that went through that process, they also got this pre-approval, if you like, that Kwantlen didn't have within its process. Also, each of the other university-colleges, when they became a university-college they got a special grant and the special grant would form part of their ongoing base budget. The grant was partially to the university and it was partially for

people teaching third- and fourth-year courses would have a reduced teaching load in order to be able to keep up with their discipline; whether it's original research or it's scholarly studies keeping up whatever it might be and Kwantlen did not have that.

[1:59:03]

**Alice:** No.

**Roger:** So, it's been penalized ever since.

**Alice:** Yeah.

**Roger:** I have not been able to discover that it's ever been rolled into the budget. I have asked different people. Some say, "I have no idea". Some say, "Never did while I was here". So, I think that was something that continues to hurt Kwantlen.

**Alice:** Yes, I would say.

**Roger:** So, applied degrees. Very, very challenging.

**Alice:** Mm-hmm.

**Roger:** With the university-college, we also moved from what was called KEAC which was Kwantlen Education Advisory Committee, so the hierarchical top-down had now become a little less top-down but didn't really switch it around, but with the Education Council [EdCo] which was in the legislation. There were some specific roles that it could play and advice that it had to give so on and so forth to the Board.

**Alice:** Announcing that people will be elected to those positions.

**Roger:** Right. The elect, the processes and the head of faculty had to have students, staff on it and admin-

**Alice:** Of course.

**Roger:** - which would be appointed or elected within their own body [admin].

**Roger:** Mm-hmm.

**Roger:** And Skip Triplett became the first chair of EdCo -

**Alice:** Nice.

[2:00:23]

**Roger:** - Which was a critical position to be in and to have somebody really grab it and push it forward and make it work effectively. He did a very good job of that and then as Gerry Kilcup became the president, he was looking for a new VP, Jacqie Thachuk left ---- was leaving. Jacqie Thachuk went to Red River [Community College, Winnipeg] as the president and Bob Lowe went into retirement. So, there was restructuring. It kind of went to more or less a VP Academic position, whatever it was called at the time. So, Gerry, who I got along with very well all this time. I worked with him on a lot of stuff and whatever, but he said, "I'm appointing Skip Triplett as the VP" and I'm not sure if he actually announced it or not, but I said, "Gerry, you can't just appoint somebody who's going to have faculty in their daily work, they are going to be responsible for all the faculty. There has to be some kind of a process that involves faculty, and he said, "Well, that's crazy. Whatever, whatever". I said, "Well, I insist that you do this. I think this is actually critical that you do it", and I said, "if you do, then I'm going to apply so there is at least a competition". Because for Skip's wellbeing as a VP-

**Alice:** Absolutely.

**Roger:** - you have to have a competition. And for the wellbeing of the institution, you have to have a competition".

**Alice:** Interesting.

**Roger:** So, that's what happened. There was a competition. I applied. Foregone conclusion, Skip got the job. I'm glad he did. I think he did an outstanding job as VP, and then later as the president. That's how that happened.

**Alice:** Interesting.

**Roger:** 1999 when Skip becomes the president, Judith [McGillivray] comes up to me, we are both deans and I've been working with her ever since she'd come around '91 I think. Pretty close to a decade by then, and excellent person to work with. Really enjoyed working with her. Wonderful colleague. She said, "I'm thinking of applying for this position". She said, "Are you going to apply, because if you are, I'm not going to". I said, "No Judith, I'm not going to apply. I've been there. I've done that and I'm happy doing what I'm doing. Things are good. Please apply and I'll support you 100%. Not that I was on the research committee but if anybody asks I'm there and I'm supporting you." So, Judith was one of the two or three other deans who was really interested in research as part of the university-college mandate.

**Alice:** Right.

**Roger:** So, it had been an ongoing interesting work to kind of make something happen because there was a lot of opposition and a lot of fear I guess. A lot of the opposition was born out of fear I think. So, there was a lot of opposition occurring and as a result, it took quite a bit of work. I had been kind of working on research for a number of years. I had done it with ACCC where we had got a grant from SSHRC Social Science Humanities Research Council to investigate what kind of research could be done by two-year college faculty.

[2:04:15]

This was a very interesting outcome that we got where people sort of documented what research they were already doing and it was amazing, quite a high level of faculty who were doing original research and an even higher who were doing scholarly research. They weren't necessarily doing original research, but they were writing about teaching. They were writing about their discipline and their developments within it and so on. So, a very, very high percentage and it was eye-opening for sure. It was a little scary for them too because if we got them to move it ahead, and we did. We made college faculty eligible to apply for SSHRC grants as a result of that. Now, it didn't mean that there's going to be- it didn't at all. There was no flowering of faculty suddenly getting them. But anyway, it was a step and it kind of pushed it ahead. So, at Kwantlen, I said, "You know, we should really be doing something like this. It has to be an objective that we should be working on very, very hard in order to move this sort of thing ahead." Our first steps were really more around institutes. We got some faculty who were really capable of research. Some people really had the background doing research before they came here. Noemi Gal-Or [POLI] was an example of that. She'd done a couple of excellent books on terrorism. She started her studies when she was doing a PhD in Germany, I think somewhere, but she kind of based it on her experience in Israel and what was happening with terrorism and whatever. She did some really good research on that. She came here and said, "My interest now is sort of transborder issues, so what can we do?". We had a way to set up an Institute of Transborder Studies. First there was no time allotted to it or anything, but at least it was set up. She now had a title. She could use it in applying for grants. She could use it in writing to other universities to colleagues and so on, what they were doing. She used it to negotiate money for a visiting scholar from Germany to come and teach Political Science here for a year which was quite interesting for students and for him. He had a reduced teaching load but he did research sort of around Canada and politics and whatever, so when he went back, he could use that. She did a bunch of good things around that and eventually got her some time assignment to actually be able to spend more time on it. She ended up publishing a ton of papers around transborder issues on some really arcane topics like processing through the border, customs brokers, things that had happened, paperwork and all the barriers that were there to free trade which was in place, right? NAFTA, but were barriers to free trade because of how things were actually operating. She got to know all the consulates that were operating in and out of Vancouver for different countries, made connections with federal civil service, etc, etc. A ton of things that she put together around that. Then as we move forward, the Institute for Sustainable Horticulture and then the Institute for Research on Sustainable Communities and some other things rolled into that title. That was the basic concept of it. So, with Judith in place as a VP, suddenly there was support at sort of really high level and then she got Skip sort of on side, because when we first said, Kwantlen University/College has a mandate for research, it was raised in such a way that there was no college monies or time release would be spent on research.

[2:08:31]

So, it was off the side of your desk, you wanna do it, go ahead but there's no active support for it. With Judith in place, we were able to start to move that around a bit. We got to the point where I became the acting Dean of Research, so it was a title that I could use with no extra time

or support or whatever except Judith's support for it. The university-colleges began organizing symposia on research in the university-colleges where faculty would present their research and students would present their research. We went to a couple of those and then we said, "Well okay, it's our turn". So, I organized one here and it was actually held in Downtown Vancouver. We asked everybody where would you go, coming from TRU or so on, Nanaimo. They all said Downtown Vancouver, that's our preference. We organized it down there and we kind of had more of our students because it was local now, presenting at it and our faculty and then everybody came and did theirs. It was a very good kind of ability for Kwantlen to get more involved in and to see the results of their stuff being presented at least at a provincial level if they weren't able to do it anywhere else. Then we got Warren Bourgeois [PHIL]. He got linked into developing research ethics and basically, he was the one person reviewing these applications. Then we got a few more people; he got a few more people to get involved with him in reviewing these applications and then slowly it built into our Research Ethics Committee so that people could have a body through which they could work this. Now Warren had actually been doing a lot of research and consulting, advising for hospitals - ethics around medical research and just ethical practice. So, he brought that to the table when he came in for it. It was a good kind of beginning. Kevin Hamilton got involved from PSYC because he was very much interested in research. We eventually got some money and Leslee Birch was hired as we launched an ORS website and Leslee Birch was hired to assist with all this sort of organization. She was very much involved in organizing the one in Downtown Vancouver providing a lot of support for me to do that, running the nuts and bolts very well. To put it on the map more, put it forward, it really helped ultimately in having our application to AUCC be accepted the second time around, but there was actually structures and processes etc to support research at the institution. We got it to a certain point and then about 2002, 2003, somewhere in there, with great relief, I turned it over to Grant Allen who became the first, I forget if his title at that point was AVP Research.

**Alice:** Something like that.

**Roger:** I think it was AVP. So, that kind of crystalized it more. There was an Office for Research and Scholarship. When we built phase 2 where I was much involved, because I was the Campus Dean, in the planning of it, that kind of got freed up space as we did this renovation here too at the library which totally changed this library from what it had been.

[2:12:35] é

**Alice:** Yes.

**Roger:** Dramatic change. It also gave space for the office for Research and Scholarship to this day. So, while it's been up and down and there has been people coming in and out and so on and so forth, it's still there. It's got a good research ethics board working away. It's got more and more faculty getting awards and grants and Canada Research Chairs and so on. It's quite amazing that it's been able to move ahead the way it has without having that underpinning of funding that the other university-colleges got to start research and the various barriers that exist with granting agencies that make it hard for people to get research grants. We tried hard. Somebody was just talking about it yesterday, the day before about Canada Foundation for

Innovation where Tak Sato [PHYS] had applied for a grant with Canada Foundation for Innovation for some capital grants that would go towards Astronomical Research at which he actually got a smaller grant to do something, but it was an internal one, but he had [needed] a much bigger grant and we never got any. But the Cégeps in Quebec had been getting them for the past decade. But because we didn't have the structures in place to be able to support them, even SSHRC grants were hard to get. Even though some of these people had had SSHRC grants before, it was hard for them to get additional ones because they were at Kwantlen. Some people had come to, Post Doc grants as well before they ever came to Kwantlen, grad students and so on. To get them here was a real challenge. So, that was kind of the research picture.

One of the things I wanted to just talk about a bit was Kwantlen as a family because a lot of people had a view of Kwantlen as a family, and I think it really started because of the adversity of fighting so many battles as Douglas, and then fighting so many battles of the split from sharing of resources, sharing of faculty and even the additional ten years in temporary facilities, 10 to 12 to 13, 14 case of Trades, you know, longer in temporary facilities. All those kinds of adversities made people feel more like they were fighting a battle and so they were sharing things together. You know, doing things, trying to make things work. Trying to make things better. Rain dripping into your classrooms. You know, all of that stuff that people had told stories about.

**Alice:** Strategic waste baskets.

**Roger:** Yeah. Exactly. Waste, big buckets, waste buckets. I don't know how they ever moved some of those to pour out. Yeah. Rain on the campuses. Having to figure out how do you create a library? How do you make a library? How do you expand it enough? I mean, Janice Friesen talked about the library where they had actually gone around and jacked up the floor joists because the books were bending all the floor joists. Stupid temporary buildings with no real structure to them.

[2:16:25]

**Alice:** No.

**Roger:** So, all of those things' kind of, I think, made people feel like they were a part of something.

**Alice:** Mm-hmm. A community.

**Roger:** Yeah. It was a community. There was a cafeteria, but there were only machines in it.

**Alice:** [Laughs]

**Roger:** So, Nell's Hamburger joint or whatever it was called was this little trailer that was backed up on the old [140<sup>th</sup> St.] Surrey campus. Bob Lisson signed a contract with them to come in. They would do whatever they wanted to do. They did hamburgers, a lot of hamburgers, chillis, fried fish, whatever. We had this little trailer and she became one of the most famous

people of the whole Surrey campus because of that. They had similar things happening in the Richmond campus too. Trades, I think had a cafeteria earlier in the building 2.

**Alice:** The new Newton campus which was quite the innovation when it happened did have a cafeteria built for it but it was small enough that there was a place to stand on the road. We got a lot of traffic as well. A private enterprise because it was times when there was no way that the cafeteria could deal with the crush. Yes. There was a cafeteria at Newton.

**Roger:** Then from quite early, Douglas days, we had faculty staff picnics. The first ones I think, Frank Apel maybe [Don] Currie too, but those guys organized them at HMCS *Discovery* on Dead Man's Island in Stanley Park.

**Alice:** Good for them.

**Roger:** I don't know how they got that in, but somehow they did. A reserve naval base in Vancouver and they actually got use of the boats, so we had whaling races –

**Alice:** Fabulous.

**Roger:** - between Douglas, well North of the Fraser -

**Alice:** and South of the Fraser.

**Roger:** South of the Fraser. Then later when they were split, Douglas versus Kwantlen, men versus women, mixed crews, whatever. But these were like big heavy whalers; 27 feet long, weighed 2700 pounds or some crazy -

**Alice:** So those races didn't happen quickly?

[2:18:52]

**Roger:** No, they were not, it was not speedy. There was a lot of crabs caught too as people caught oars. And then those picnics gravitated out to Crescent Park in South Surrey. A few were held around the Sungod Arena [North Delta], in that area, but a lot were at Crescent Park. Some of them had 200 people there with families and all of the employees who attended. At one picnic, Gerry Kilcup, myself, Lisson, Currie, Lowe were around the barbecue frying stuff up for people and it was sort of like a pancake breakfast that were also linked to each campus and those were part of the United Way.

**Alice:** United Way I remember that

**Roger:** It was the same thing where administrators, faculty, staff would kind of get involved in flipping pancakes and wearing a chef's hat or something and everybody would come in for a free pancake breakfast. It was also part of that sort of feeling of creating a sense of family. Christmas parties on each campus every year. One would be sort of organized by the campus. They do whatever they wanted to do. They get a little budget for decorations and some

for food and so on. I think we used to have booze. I don't remember if we paid for it like host/no host bar, pay for your own, or whether it was free, but there was beer and some wine and stuff like that. Eventually people had to take. Whatever, that course is Safe Serving or something.

**Alice:** Yeah, I think Serving It Right.

**Roger:** Yeah.

**Alice:** I remember Ray [Dean Ray Walton] becoming our chef at that.

**Roger:** Yeah. That's right. Yeah. Indeed.

**Alice:** Indeed. [Laughs]

**Roger:** And the Board used to host Christmas events and receptions.

**Alice:** Yeah, I remember those too.

**Roger:** - on each campus as well, which also made people feel a little, the Board sort of caring about us. They are at least coming to meet us and see us.

**Alice:** I attended one in the later times of that where they invited anybody who was on committees or serving in a capacity, whatever level they were doing and that is where I met Mrs. Westerman.

**Roger:** Oh yeah. Margaret Westerman.

[2:21:30]

**Alice:** I helped her into the building.

**Roger:** Yeah. Well, she was a real joy to have on this campus and she loved it because she saw young people.

**Alice:** Yes.

**Roger:** And she'd been a teacher. Margaret Westerman, for people who don't know, this was the Westerman farm property, the 72<sup>nd</sup> Avenue campus, and she negotiated as part of the sale, lifetime rights to her home and I guess about three-quarters of an acre or something.

**Alice:** Love her garden.

**Roger:** Yeah, her garden and her fruit trees and so on.

**Alice:** Mm-hmm.



**Roger:** Lifetime rights to that. So, she was a fixture on the campus for many years. She got an honorary degree largely because of her service to the community where she got involved with running things like traffic training for little kids on little bikes and learning something about what it means to ride a bike but also be aware of traffic and stop signs and being careful and whatever. She did a lot of other things in the community too, but she was a real gem to have on the campus. Overjoyed to be here and to see these young people around her all the time.

We also had monthly campus lunches; chili or whatever. Somebody brings something, organize something. It's almost like a potluck, but typically in Surrey anyway, it would focus on a type of chili one month and something else the next month. So, as a Dean this was neat because you got around to having lunch on these different campuses and see more people informally. It's kind of the management by walking about because have an open-door policy as much as you like, most faculty are only going to come in if there is a problem that they need to discuss with you, the Dean. They aren't going to come in of their own accord, but they will, walking down the hall, "Wondering how you're doing?". Stop and have a little chat and what's happening and family and research and whatever is going on. "What's happening with you?", kind of thing. Very, very important thing to keep that kind of touch because when you're moving through periods of extremely rapid change, the worst thing to be doing is running down the hill with your sword drawn hollering charge and turn around and see there's absolutely nobody running behind you, and it's like, "Oh my god". So, it's part of -

**Alice:** I think they're starting to figure out where people are going and getting in front of them.

**Roger:** Partly, it's definitely that. But sometimes, it's also trying to say, "Hey, we should be going over here and then slowly people will start to say, "Gee, your right!", and we should be focusing more on here. That's a good idea. Because when you become an administrator, I think you have about a year honeymoon. Maybe it's ten months. Whatever. It's a limited time period and everybody's got to respect the position, but they don't know about you yet. So, you got to build that respect in that amount of time-frame and you got to keep on building it all the way through because otherwise you're going to get killed in that kind of a job.

[2:24:55]

**Alice:** Yup. That's absolutely true.

**Roger:** So, part of it was an important kind of thing to work on is that respect of people and I ain't perfect and I've done some things wrong by both commission and omission, but you do what you do. We also had the in-person registration which I already talked a bit about, but that was kind of neat because the whole office of the registrar would kind of move from campus to campus. They were sort of the skeleton staff, but basically everybody would move. So, they got to go around and see all these people and in each of these open-registration/in-person, the faculty would all be sitting around. So, they would be kibitzing with each other if there weren't students actually talking to them, and they would be kibitzing with faculty from other departments and what have you ... going back and forth. So, there was a certain amount of that that occurred. The other thing that had worked with applied degrees as they came on stream was there had to be a liberal education component to them. So, Richard Floyd [SOC1] was one of the

people kind of given some time to work on that, but other people were very hard working at it too and instrumental. It involved a lot of courses that were developed principally for the bachelor of Business Administration in Entrepreneurship but they could then be used in others as well. It was kind of interdisciplinary because you were typically trying to involve more than one discipline in a course to sort of give people a feel for some aspect of society or civilization or issues or ethics or whatever it might be. It was taken from outside of their core discipline, their core department. So that created some linkage across Faculties too. I think that some of them did become pretty interdisciplinary. Some of them are more multi but still it was interesting kind of stuff.

We also had these really weird graduations in weird places. One was in the Sungod Arena and students would kind of get all lined up waiting to march out onto the ice or the covered ice to sit in the places of honour for their graduation while all their family and supporters and so on were up in the bleachers around and some would sit in the penalty box and whatever. So, that was kind of where the graduations were held. It created a sort of a sense of because, I think for the registrar's office especially, because just like today, they have to marshal all the students and get them organized and so on, but they were doing it in this offsite off campus location because we didn't have the space to do it until we built these second phase of 72<sup>nd</sup> Avenue campus. So, that was a later kind of thing. So, we're are going to the Sungod Arena for years and years and nobody had sort of this old power of command voice, so they would always get Roger Elmes shouting loudly, "Come and get these students attention because it's now time for them to be quiet and make sure they are back in their lines and we can move ahead".

[2:28:25]

**Alice:** That's right!

**Roger:** - kind of thing. So, it was a really a fun thing.

**Alice:** Oh, no doubt.

**Roger:** I think we also had a sort of - dean staffs, were very small, so the sense of family, I think, was maybe stronger because of that and faculty knew they could come to one of my two direct reports and get the answers that they wanted as well as two other who were sort of -

**Alice:** It was a very open time.

**Roger:** So, it was interesting. Music. This was quite interesting for me because although I led a band in the Sea Cadets, I did not read music. We had a guy who read music and played the piano. So, he would play everything, and we learned it by ear, and then I would lead this band to teach the brass sections and somebody else would teach the drummers, an actual real drummer who played professionally in high school who was the drummer, taught the drummers and so on. So, I had that experience. I sort of had some more experience in the Navy, being an officer for a band. You know, I wasn't a musician, but as an administrative kind of job. So, I did that. Somehow Music, they said, "Roger, you're going to do it". So herding cats, various Chairs have described some of the really good Chairs who developed Rob Adamoski [CRIM], Betsy

Spaulding [PSYC], in Geography also Leah Skretkowitz. Some people who developed real skills, Ian Ross in Criminology for years. So, they developed some really good skills around being a Chair, but what they would all tell me was, and they always use that phrase, it's like "herding cats", like the equivalent of that. So, I thought Music was even more so in some ways, but what was truly amazing when we did auditions, we had one faculty member who was hired early to develop the curriculum, get it articulated. She happened to be available. She was good. She did a good job at it. She played the bass. So, she was there and then we had to hire everybody else. So, we got some people to audition as musicians because they were going to teach music. We got some people from the VSO, she had played with the VSO before. She got other people from the VSO. When somebody came to audition for piano, then she'd have to play piano, do some set pieces, then we decide to do some things we wanted her to do, and then we'd have her play with a group of some size so that'll show all of her skills, all of her abilities. So, that's how Jane [Hayes] was hired for that position. We did the same thing with all of the teaching positions, music performance teaching. So, from voice to all the rest. What was always amazing was you would bring in somebody from some other place to teach a certain instrument and they would sit down with these people from the VSO and the people we might have already hired, and they'd say, "Ok, here is the piece we are going to do" and like, no herding cats at all. They were just, [makes a dog agreement sound] "Off they go. Perfect! Lovely! Wonderful!". Same with voice people came in. Gail Suderman. She had this big voice that could fill an auditorium, like really strong singer and she came in and it's like, "Oh my god". No problem. She just played with these people, like away we go.

[2:32:30]

**Alice:** That's her expertise.

**Roger:** That's crazy. And yet when it came to departmental affairs, it goes back to "herding cats".

**Alice:** Well, they're not trained in that.

**Roger:** No, they aren't.

**Alice:** Or indoctrinated.

**Roger** Yeah. Exactly. So, some people had fun. Some people became very good at it. Zdenek Skoumal was Chair for years. Jane was Chair for a number of years as well. Some people became very good at it. Some struggled more. But it was herding cats which was really instructive. So, my final year was sort of Dean of Arts again, question mark, because effectively, that's what it had been, then it got split. Then it was put back together again.

**Alice:** Super Dean.

**Roger:** Super Dean or something, but it was kind of funny because Judith was away on sick leave for quite a while. She had cancer and was dealing with that and getting through it. So, she was on leave. I said, "I'm not going to take any huge step because even though I worked with

Rob Fleming [ENGL and AVP Academic], Rob Adamoski before on the BA framework with Bob Brown from SFU who had been Dean of Arts there for 25 years and VP and acting president and so on for different time periods. We developed that BA framework and even though Rob was there as associate VP to Judith and had taken over her job, I didn't want to sort of start dismantling the two Faculties that were there - Humanities and Social Sciences. So, I said, "Alright, Rob Adamoski got the Social Sciences, James Panabaker [ENGL] - Humanities. So, they said, "Alright. We're going to keep your sort of divisions, and we're going to meet together on a regular basis to discuss common issues, come and so on. Going to figure out how we're going to do the hiring. So, we are going to standardize it for both divisions within it". Jack Finnbogason said to me, "You're not going divide them functionally because that is how it would work most effectively". I said, "No, because Judith's away. I'm not sure what's going to happen". And what happened of course was when I left they couldn't hire a Dean of Arts. They couldn't find anybody. So, they said, "great", two departments again.

[2:35:12]

**Alice:** And then eventually.

**Roger:** And then again. Back in retirement and consult with Rob Adamoski and with Mazen [Guirguis PHIL] who became the Dean of Humanities then. Really, really neat guy. Totally escaping me now.

**Alice:** Me too. I'm sorry.

**Roger:** I worked with them too and with a lot of faculty consulting about it which was a much better way to do it than top down, this is going to be the Dean of Arts now which is what had happened, effectively happened to me, to consult with faculty. By then, there was a Senate in place, so there was a very strong need to consult with faculty because of the change in legislation which made a big change.

A couple of other things I did in retirement, I walked away, I said to both guys. I said, "I'm leaving. I'm slamming the door. I won't be around. It's yours". From my Navy experience, you leave, you slam the door, you do your turnover, thorough briefing, etc, etc, but you leave and somebody else is responsible and they do it. So, that was it. I came back two years later and Judith said, "I need to do something. There's this problem with this program at Guildford. It's called GUESTS". I said, "Oh yeah". [Laughs]. So, it's Guildford Unique Essential Skills Training for Sales. So, the idea was they had a little space over at the Guildford Mall, and they had sort of done a survey of employers there and said, "What are your needs around your sales staff?". So, a big part was English, business practices, skills around sales, understanding their rights as employees, understanding what isn't their right as employees, you know, sort of those issues. So, this program was started and it was going along okay, but the Dean responsible for it had gone or -

**Alice:** Moved on.

**Roger:** Moved out, whatever, and so, I spent a lot of time working with those people or their fascinating program. One of the guys who worked in that program is in the Learning Centre here now, and I understand doing a good job. So, it was a great program. It should have been renewed; it was federal money, but it was not, as a lot of those programs aren't. So, it was all built up. By the time I left, it was in a good running state, but it was the end of the program. And so, we wrote reports. We said, "This is why it should continue. Here's the outcomes for the students. Many of them had moved on to further education".

**Alice:** That's always good.

**Roger:** It was kind of part of an effort to get a campus at Guildford, but that's all it was, really there in effect. [I also consulted] on intellectual property by giving some what's going on in this area across the board in universities, colleges, university-colleges, and new universities. On co-op, because the supervisor left. So, we need somebody to come in. I went and sat in that office and learned a lot from the people who were already doing co-op and carried their message forward. Advised them on some strategies, whatever to get things happening.

[2:38:48]

But it was totally fascinating because it was something, I believed in but had never real direct contact with as a Dean. It all had been indirect from the first supervisor, rode a motorcycle, came from Alberta. Anyways, first supervisor and then the second one. So, I worked with him, but not directly. I didn't have any students who were in co-op, so. I didn't work with him directly. And then the Faculty of Arts. So, there were a couple of other projects that were there but the Faculty of Arts was probably the biggest and the most momentous I suppose for the institution, and that involves surveying what was going on in the universities across Canada, university-colleges, the new universities in BC, what their structure was like, what were the pros and cons were, kind of doing an initial paper and a report to this committee and then working with the two Deans and the committee who were representing the two Faculties within and consulting with them and trying to keep underlining for them because they kept saying, "Oh you know, you're doing this because this is what is supposed to happen. It's supposed to be a Faculty of Arts". "No, it's gotta be, you know, you have a Senate.; it's supposed to be done properly. If you don't want it, this is when it happens or doesn't happen". So, I mean, the arguments in favor were some of them are based around the polytechnic and what happens to Arts if it really becomes a polytechnic, and should you be a division which would be as big as it had been before. It used to be bigger than Business. A lot bigger. But should it be in some grouping that is at least as big and powerful to make arguments about the allocations of scarce resources, as well as the School of Business can do it. There was a lot of other issues around it, but it was very rewarding that Dan Bernstein came up recently and said, "You know, I still have all those reports that we worked on for that Faculty of Arts when you did that final report, you said it captured it so well and it really laid it out. It was explained why it needed to be done and whatever." I thought, "God thank goodness". It was at least treated as a reasonable outcome and I haven't heard noise that people want to split again. I don't know if there is any movement like that. I think that overall, it's probably functioning pretty well. It's got a couple of really good Deans, first Rob Adamoski, and then Diane Purvey.

**Alice:** Who has been reaffirmed as Dean for another cycle. I think she has done a fabulous job.

**Roger:** So, anyways, the universe unfolds, there we are. It was a fascinating career. I wouldn't give it up for anything.

**Alice:** No, no. You certainly -

**Roger:** It was really, I don't know. It was different than a lot of places you would go make a career, but it was rewarding. So, anyways.

[2:42:17]

**Alice:** Well, thank you for this interview. I have to say that in some of these, I suspect we could come back in a while and dig into some of these even deeper. So, but thank you very much for this interview.

**Roger:** You're welcome. But you're right. There're so many things, the unions, I mean all those topics, research, hiring,

**Alice:** How many special processes have you've done?

**Roger:** Senate, and its current configuration which I gather is somewhat different.

**Alice:** Oh, very different. They actually shut down and the president has an advisory committee I think at this point. All good.

**Roger:** Good. Good. Thank you. Thank you so much!

[End of transcript]