

**Transcripts – KPU Oral – Geoff Dean Faculty Member ABE/ACP, 1975 - 2019; KFA President; Dean of Trades (5 years); Dean of College and Career Prep (1 year); Dean for Program Development (3 years)**

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[Beginning of transcript]

**Roger:** If I go anywhere that you don't want to discuss, you can just say, "let's not go there," or whatever, and we'll edit that part out so you're comfortable with it and it's fair to you. Ultimately, we will get these transcribed, and then we'll share the transcription with you. Then when you're happy that that's indeed what you wanted to convey; we will put it in the archives. Then it will be available for researchers, who are going to hopefully work on the history of Kwantlen sometime around its 40<sup>th</sup> or 50<sup>th</sup> – one of its 50<sup>th</sup> is coming up in a couple of years, actually, 2020. So, who knows? So, we've interviewed a number of people already, about seven faculty I guess so far. A chancellor, you can guess the name – Arvinder [Bubber] yesterday, Judith [McGillivray] tomorrow, Gordon Lee last week, Skip [Triplett] the week before, Linda Coyle. So, kind of a mix of VPs. We've interviewed one student so far. We have another one coming up next week. And if you have any ideas of students' names that would be useful – they may have been here 10 years ago, whatever – it's sort of getting a feel for students from different parts of the institution, of the college. So, one is from Fashion Design and then went on to do Arts – Steve Dooley's wife, Preet – and she went on to do Arts and a Master's in Planning at UBC. So, she's a manager in Surrey, right? Not the head honcho, but like, Community Planning or something. The other student was Frank Bucholtz – *Surrey Leader* and *Langley Times*, and now writes every Wednesday in the *Peace Arch News*.

**Geoff::** Sure, I know his name. I didn't realize he was a student here.

**Roger:** Yeah, he was one of the founding since 1970. Rode his bike from Cloverdale to the 140 Street campus.

**Geoff::** [Laughs]. Super. I think I'm going to say, first off – and this is nothing to do with being recorded here – but I don't feel like I've got as good a memory about detail, interesting student names, or what happened when - and so on. Just talking to Colleen [McGoff-Dean] about coming in this morning, she mentioned a few things and could just get right into the details of who and what – she's got an amazing memory for events and stuff. I was here 25 years before she retired a little while ago. But boy, she's got the details. Me? I just sort of remember, "oh yeah, vaguely, when was that?"

**Roger:** We're just sort of going out and picking names, so, if anybody wants to volunteer like, hold up your hand Colleen, as we'd love to interview people. She's got, again, a different

perspective, which you talked a bit about at the end, the last point you were talking about. But yeah, we wanted to be open, and the people can feel welcome to come in.

**Geoff::** Mm-hmm, ok.

**Roger:** We're just trying to get something happening, and maybe Kwantlen, over time, will pick it up that when people retire, they'll sort of say, "if you'd like to come back in two years and chat about your experience at Kwantlen, we'd love to record it and have it in the archives." So, it

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forms a record of what isn't in Senate minutes or Board minutes, or KFA newsletters – which you had a diary of the GEU strike in 1983 in the KFA newsletters, which was quite useful for putting some of those activities and dates together on that first strike at Douglas/Kwantlen.

**Geoff::** Yeah. There's a lot of stuff I did that I don't remember. I just remember driving down here, oh... [Laughs].

**Roger:** That's kind of normal because we've got the advantage that we've been doing this now, and so, we're thinking about it. Doing those advanced timelines and keep updating them with interviews as they come along, it's always sort of top of mind. It's a different situation for me, for sure.

**Geoff::** It's great browsing through your timeline thing, after I went through that stuff, but still.

**Roger:** Yeah, well when I went through all the newsletters – it was internal, and I haven't gone through all the KFA yet, which is probably one of the best records – it was, "oh yeah, I remember that." So, it's kind of like, yeah, I had forgotten all about that." Yeah, so that's kind of the normal thing. People kind of wrestle with putting down five to ten points, and then they kind of think about it and do their free recall, and then they get the timelines and it's like, "oh yeah, I forgot about that, I forgot about that." That's normal. That's good.

**Geoff::** Mm-hmm.

**Roger:** So, are we ready to go?

**Alice:** We're rockin'.

**Roger:** Oh, we're rockin', ok. We're already on there.

**Geoff::** Oh dear, ok.

**Alice:** It's ok. Anything you don't want, I'm clipping off.

**Roger:** Well, that was a nice little discussion anyway. So, you started at Douglas College in 1975.

**Geoff:** Mm-hmm.

**Roger:** Maybe you just want to talk a little bit about what brought you there, how you got there, what sort of background you came from, and so on.

**Geoff:** Sure. Yeah, well, I thought when I went to college myself back in '66 onwards, I thought I was going to be a mechanical engineer like my dad. I had seen what he worked on designing – being Assistant Chief Engineer for Peterbilt Truck firm down in California, and before that, various other jobs in Vancouver, and back in England before that, where I was born. I thought I would go into engineering, and lo and behold I got into MIT and that was amazing and wonderful and so on. A couple of years into the courses there doing various other things, ~~I found myself~~—one of my fraternity brothers suggested, “I think maybe you’d be a really good big brother to the kids in the community, in the subsidized housing in the projects behind the campus.” And so, I looked into that, joined and became a big brother to a kid there, and thought

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after a while of doing that –which was fun, because I got to go on trips, took him to a baseball game at Fenway Park, etcetera – I thought what I want to do after all is be a teacher so I could help kids like in his position get out of that poverty. And ok, finished up, didn’t do mechanical engineering after all, and they didn’t have a School of Education at MIT, so I went over to Management and did Social Sciences [psychology]. Then I got a fellowship at a community college in New Jersey, at their Institute to train community college teachers. Super! So, I got mentored into teaching Math and Physics through that. One year of the fellowship kind of thing, three years of a teaching assistant job, and meanwhile being subsidized to get my Master of Education at Rutgers, which was very nice. And then the college there didn’t want to give me a permanent professorship or whatever, and my family could move back to Vancouver. Let’s go back to the west coast, that’s where I want to be anyway. Came back here – took a while to go through the immigration and all – but after a while got a job with what was then the Pacific Vocational Institute in Burnaby teaching Science in their Basic Training for Skills Development program, BTSD – not PTSD, BTSD – which was a federally sponsored program to help people get up to the level they needed to get to go into whatever trades vocational training they wanted to do. Very unique model – continuous intake, start whenever you do, and everybody’s working at what they need to work on at their own pace and moving from class to class – English, Math, and Science – and what a range of different Sciences all at once in the same classroom – but all of it paperwork, rather than in the lab. And that was good, [I] did that for awhile [semester]. And then found there was a similar program starting up here at Douglas that Nora Boyer at the time, Nora Minogue now, was needing to start under Department of Counselling with Marilyn Smith the Chair there, and hey, let me go for that. I did that and got, what looks like a full-time job – it was only for a year but thank goodness it continued and became a regular job. And what a wonderful difference in salary from what I was getting back in New Jersey – \$6,000 a year back there, \$11,000 here. [Laughs]. So, I bought a house in North Surrey and then we moved over there. I got to walk to work every morning or ride my bike two-and-a-half miles, no problem.

**Roger:** To 140? [Former Kwantlen Surrey Campus on 140<sup>th</sup> St.]

**Geoff:** Yeah.

**Roger** Ok.

**Geoff:** Yeah. And I was doing the same kind of continuous intake for Science for students that Joyce Hammond did English with, and another fellow Richard somebody, I forget his last name, was doing Math. [Richard left after the first year, and Ian Brooks joined us.]

**Roger:** I don't remember if BTSD had a specified assigned room or space that was used solely for that.

**Geoff:** Well, it did after – I think after first year. We were in three separate classrooms, which was not bad. But for some reason Bob Lowe suggested we all pull together into one of the larger classrooms in the centre of the buildings, down the hall from the Library –

**Roger:** Oh, that four-room complex?

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**Geoff:** Yeah.

**Roger:** With the folding walls.

**Geoff:** Yeah, we kind of took that over for a while. And I'm not sure if it was there that we stayed there the whole time that we were on that campus, but there was some splitting off too. But yeah, we were there most of the time.

**Roger:** So, that was kind of your start, your introduction to Douglas/Kwantlen, to your community college system in British Columbia.

**Geoff:** Yeah. I knew, having gone to high school in California, I knew community colleges. Had I not gotten into MIT or Berkeley or whatever, I would have gone to a community college near us in the San Jose area. So, I knew that system. Great that BC had started to set one up for people here too.

**Roger:** Yeah. One of the things a lot of people aren't knowledgeable about – I interviewed Bill Day last week too, or the week before. He was involved in the referenda in each school district to approve the creation of colleges. So, he was sort of leading it first, South of the river, and then they said, "all right, what you're going to do" – the Minister said there would be one college instead of two –

**Geoff:** Yeah.

**Roger:** He was assigned a sort of – coordinator for all of the areas and working with the community and directors he had known from that position in Surrey. They put together a referenda. So, each school district had to approve – I think at 60% - that the school district would

participate before they could. So, they were truly community colleges based in the community and requiring approval of the community before they can set up.

**Geoff:** Yeah, my understanding was that Maple Ridge didn't approve it, was that –

**Roger:** Maple Ridge didn't come in at first, they didn't participate, they weren't interested. So, they didn't have a referendum at first.

**Geoff:** Oh, it didn't even go there.

**Roger:** And then they came in about two years, three years later.

**Geoff:** Yeah, my guess – I have no idea, really – but my guess is that's why Douglas was so underfunded from the beginning. We got like half the dollars per person in the region that the rest of it all [B.C.] got – maybe because of that.

**Roger:** It's very interesting because we were talking yesterday with Arvinder [Bubber] and he was saying exactly the same thing. That they had basically approached the then Campbell government various times and went, "look, this region is woefully underfunded on a per capita basis –"

**Geoff:** Yeah, I wrote about it.

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**Roger:** Yeah, and it started early, and you wrote about it later, and so on. It's been an ongoing issue, for sure.

**Geoff:** Mm-hmm.

**Roger:** So, in that early timeframe, there was a DC, Douglas College – oh, and Marilyn Smith, [Director of Counselling] of course. So, that was kind of an interesting place to put BTSD. On the other hand, they always viewed counsellors as part of the faculty. They had always been part of the faculty union, and they had a teaching function to varying degrees throughout that time. So, that was interesting that BTSD was put in Counselling as an organizational move.

**Geoff:** Well, it was a starting~~ing~~. It was a, "hey, let's apply for some money from the feds to do this," we got it, and who is going to look after it, I suppose. I don't know if it was Marilyn's original idea, it could have been. And that was a first of those kinds of programs at Kwantlen. There was a Basic Job Readiness Training that came along a few years later, BJRT, that became EEAW, EA whatever, Aboriginal Education Alternatives. And then later on here at Kwantlen, we [that] got called CCLS, something or other, I don't know. And then, a couple of years ago now, it got totally cut. But that and – I guess I don't know when we started doing English as a second language kind of work, but they then all got put into one department later on.

**Roger:** Well, certainly in the 70s because Melody Geddert was here then.

**Geoff:** Right you are.

**Roger:** Teaching ESL or ELST or whichever it was called back then. I always remember her driving around the campus. She had a little sports car – a convertible sports car. I always tease her about, “so, what happened? You’re in your Sedan, and kids, and everything else? What happened to those days?”

**Geoff:** No, you’re right because she and I were in a meeting when we were discussing the stupid things that are happening to our department, our division, right now. She said something about, “I’ve been here the second longest out of all of the people in the room.” She set by herself. She had started a couple of years after me. So, you’re right.

[Geoff added a brief addendum added **here** for context: As our ABE / ACP department grew from back then, I've had a lot of great colleagues. In addition to Nora Minogue and Joyce Hammond in ACP English, there's been Elizabeth Bordeaux, Ronnie Skolnik, Maureen Butler, and others; in math and science, in addition to me and Ian Brooks, there's been Peter Robbins, Terry Berg, Margaret Zmudski-Bajerski, Jerry Murphy, Vern Young and others – and that's not including those like Connie Broatch and Gordon Danskin, who stayed with Douglas when Kwantlen was split from it.

**Roger:** And then you talked about Douglas College Faculty Association standing up to ask a question.

**Geoff:** Yeah, here I was, an ABE instructor surrounded by all of these university professor type levels of qualifications, and we’re in a union Faculty Association general meeting and I had a question. I don’t remember what the question was, but I wanted to ask it, but I was nervous. And one of the other people in the room noticed that and said, “gosh, what is it with our culture that people are so nervous asking questions here?” And that did stick out in my mind. I still get nervous. [Laughs]. Its genetic trait whatever, it was interesting. And yeah, flipside, on the other hand, my colleagues in the Basic Ed area said, “hey, we’ve got to get somebody from our group on the Faculty Association Executive. Do you want to run for treasurer or something?” So, I did. And yeah, it was good, [working with Jack Finnbogason, John Reed, Len Millis, and others. I think I came into it just as you left the DCFA Executive, right?]

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**Roger:** Yeah. And you actually spent a fair amount of time at various points with the – later the KFA – in fact, you were also the President for a time.

**Geoff:** I was President for a year, yeah. Yeah, I was Treasurer for a bit, and then when Douglas and Kwantlen split, we became DKFA, then rather than having one Vice-President, we want to have two, one for each side of the river. And rather than expand the Executive, I became Secretary Treasurer, a combo of those roles. And so, did that for a bit. ~~I think~~ I was VP for the

Kwantlen side for a couple of years then after that; [Len Millis was VP for the Douglas side]. It was [President for] just one year because John Waters was President on the KFA side when the KFA had split. So, he was President, and then resigned to go take a job at Capilano, and uh-oh, who's going to take on the President's role? Moi. So, I was President for a year. And I think Linda Coyle took over after me.

**Roger:** So, it's an interesting period in the history of Kwantlen because when I was here – I wasn't here, sorry – '79 to '83 I was with ACCC in Toronto. So, I missed the whole lead-up to the split and the split in the first two years. And I walked back into the GEU strike that we were talking about.

**Geoff:** Yes.

**Roger:** When the split occurred, there was faculty that had been divided. All the resources in the institution, including the employees had to be split between the two institutions. But the Faculty Association decided that it would not split. What was the thinking behind that? Was that just because, "oh, we love all these people we've been working with," or – because the GEU did split.

**Geoff:** Yeah. Do I really know in detail why? It just seemed like it was easier to stay together. Let's take the same collective agreement and just use it in both, and bring our experience with "they know us, we know them." Let's keep that together. And hey, there's lots of other unions that represent workers in different companies, we can do that. But I don't know if I can get any more specific about the rationale than that. It just seemed a reasonable way to go for a while. Then after some years, "ok, we've evolved enough" –

**Roger:** It was seven or eight years or so that it stayed as one – '88, '89 that it split into two.

**Geoff:** Could have been, yeah, yeah.

**Roger:** It was a fair amount of time. [Clears throat]. Excuse me. So, the KFA was, of course, a very key part of the whole mix of the institution after the split, as it came on its own, and bargaining on its own, and so on. A very integral part of how an institution operates, and whatever side of the table one was on, and they have been on both – and you have too, in a sense – it's very critical to the operation, in a sense of the governance of the institution. I mean, the governance aspect may be a little bit quieter, although under current practices there's much more faculty representation. Even as KUC there was more faculty representation on the governance, on the Board. And then as a university, same thing. There's actually positions they have allocated, not necessarily to the union, but to faculty.

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**Geoff:** Right.

**Roger:** And to the staff, students.

**Geoff:** Are you saying that wasn't the case back when we were just Douglas College?

**Roger:** Oh no, there was no – I could tell stories about that. I'll save that for my interview when Alice interviews me. But no, there wasn't. Initially, it was under the Public Schools Act.

**Geoff:** Right.

**Roger:** And then the Colleges Act, which still didn't place people on – first it was all the School Board reps –

**Geoff:** Mm-hmm.

**Roger:** And then it was a mix of School Board and NDP appointees, and then eventually, NDP came out of power as government appointees. The whole Board was – so, it was a big shift in how the Board operated. It was still basically employees were not members of the Board.

**Geoff:** Mm-hmm.

**Roger:** So, that was a very interesting timeframe. So, just after a year after the GEU strike, you were kind of going around to Victoria with a group of Faculty Association officers to talk about underfunding. With Rita Johnston, I think, and other individuals.

**Geoff:** Well that's right. There was a group of Faculty Association folks from different colleges, it was a larger group, [the College and Institute Educators Association] and meeting with various MLAs, and yeah. I was lucky enough to be able to ask Rita Johnston, who was a Surrey MLA at the time, had been working for a Premier and all that, just to let her know that, "I think Kwantlen is underfunded. What are you guys doing about that?" And she said, "~~what~~ can you get me the data?" So, I dug into it and found yes, we were quite right that, comparing the number of dollars or the number of FTE seats that were funded for each of our colleges – Kwantlen was getting half of what the rest of the province was getting. That was in '85, pulled that together '84, '85, we've got no reason to believe it was any different before that. And certainly, Douglas College was [next to us], down there on that list as second to the bottom. So, that indicates we were probably that way back when we were founded. So, I sent her that info. Nothing has happened. [Laughs]. In fact, hearing from Sal [Ferrerias, KPU Provost and Vice President, Academic] last week about underfunding, he was talking with me about the stupid things they have got planned to do with –

**Roger:** This is the current VP-Academic.

**Geoff:** Yes, Sal Ferreras. Letting our Academic and Career Advancement faculty know about his plans for changing the way – the things we do – manage, changing them to a bad way, I think. But anyway, he's mentioning, having been over there talking to Treasury Board, and the Treasury Board telling him and Alan Davis, the President, and probably whoever else was there, "don't talk to us about the underfunding of your region, we don't want to hear it."

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**Roger:** That's been an ongoing refrain from the Minister. Whether it was Advanced Ed, or whether it was all Education together, whatever it is, it's been an ongoing refrain. In fact, there's a few external people I know from Navy days that we should probably interview who were in the Ministry through most of this timeframe. One of them in Finance, the other in sort of a Policy direction. It would be interesting to get their perspectives.

**Geoff:** Yeah. Well, if I could just continue on that point a little bit, more recently – not because of the crisis that my Academic and Career Advancement is going through, that happened coincidentally a bit later – but a few months or so before that, I was looking into, how does that pan out for different program areas, and how does that pan out for Basic Ed, ESL, and so on? And can we compare this number of students who would get funded for Kwantlen and the other colleges with the number of people in the region who don't have a grade 12 diploma, or don't speak English as a native language, or who have got learning disabilities or whatever, and compare those numbers across the regions. It turns out that we're even more screwed in those areas. We only get – and I was only able to use data from 2006 because I couldn't ~~at the time, I was looking to~~ find the Census data for more recently. We only get like, a fifth of the English as a Second Language seats relative to the number of people in our region that don't have English as their first language. We get a quarter of the Basic Ed seats relative to the number that don't have a grade 12. About a third for Special Ed relative to the number of people with learning disabilities. So, finding out where you are screwed in that area has caused me to do a whole lot more work with my colleagues and writing letters to whoever and so on. But it also, more recently, made me realize, wait a minute, if our average – we're funded at 50%, yet in these areas we're funded at 25% or less, then gee, that means, oh yeah, when Kwantlen was told it was able to become a university and offer third and fourth year programs, “but we're not going to give you more money,” says the Ministry at that point. “Let's make Kwantlen into a university. Let's encourage it to offer bachelor's degrees, and so on. But sorry, no more bucks.” Well, yeah, so, they took the money from our end of things to put it up there, it seems. Anyway, so, that whole issue is still irritating as hell to me, and I don't think I'll drop that. When I retire, I'm going to keep pushing on it. [Laughs].

**Roger:** No, I think that advocacy is always very important, and there's certainly allies in the community that would be – basically are interested in saying, “this is our community. How do we serve that community? What are the needs of that community?” You know, in order to create a good society. In those social environments, in those communities, and in our municipal areas, however we define community.

**Geoff:** Exactly.

**Roger:** So, there are allies out there.

**Geoff:** There definitely are. I've been fortunate enough to have been invited on and part of Surrey Board of Trade's Social Policy Team. I took the information we just mentioned to one of Surrey Board of Trade's conferences seven or eight years ago. And ~~the~~ Anita Huberman, wonderful lady said, “no, we can't have you put your brochures down, but why don't you join our Social Policy Team?” I did and [I'm] continuing with that. They've shuffled the Teams around a bit, but

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yeah. They're very supportive of fixing it. Put together a wonderful paper called, "Education Today, Productivity Tomorrow," that ... pulled together for the group. Consulted with management at Kwantlen and SFU Surrey about it. Good stuff. And yet, still nothing has happened.

**Roger:** Yeah, well it's an ongoing – the allocation of scarce resources is always contentious.

**Geoff:** For sure.

**Roger:** And we're sort of at the – it's never been one up here at the provincial level to get adequate resources for these communities. That's ongoing, it's never been resolved, it's still a big problem. So, then the allocation of scarce resources becomes a big issue, as you've already alluded to. It sort of, kind of gets pushed down to another level and then it becomes internal to the institution. So, that's how stuff gets shuffled around, and sometimes it's Fine Arts that gets hacked. Right now, Fine Arts in this new facility on the 72<sup>nd</sup> Avenue campus, is getting kind of a bit of a lift. But other times, it's been the poor cousin, when cuts have to be made. Or campuses being closed, like the Langley campus –

**Geoff:** Yeah, off and on there.

**Roger:** So, when it becomes internal, that's when people get hurt with that more because some programs get diminished or cut. And that's certainly not recent, that's been a problem forever.

**Geoff:** Oh, yeah.

**Roger:** But now it's still there but it's kind of sad that it still is.

**Geoff:** Interesting that you mention Langley campus because one of my memories is teaching out on our Langley campus back before we really had one. We had Hank McEwan ~~was~~ a farrier instructor ~~was~~ out there, and that was the only program we had for a while other than – and this was not all the time out there either – our basic ed program on the Langley Secondary School campus. We had a room there, that was our Langley campus, ~~was~~ a room on Langley Secondary School site. I would be taking the bus out from North Surrey to Langley City every day to teach there. It was nice. And there's a lovely little farmhouse kind of house we had out there. Still ~~owned~~ it, didn't really do much there. And then [we] got a real campus there.

**Roger:** And even that took some time to fill and grow.

**Geoff:** Oh, it's still not very full. We've got UFV stealing our students.

**Roger:** You also talked about some of the shifts – the BTSD students needed specific Science courses? And so, kind of how that gets worked around and you started teaching in a different field – not in a different field but teaching different.

**Geoff:** Yeah, well, I guess when the federal government was sponsoring the BTSD, and they said, “ok, we’ve got to have English, Math, and Science,” but this is federal, we don’t want to duplicate what the provincial government is mandating for the K through 12 system, we just want to make sure people are getting the basics that they need for different areas. For sure,

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the federal government is laying out some plan that’s across the country. So, it would be different from province to province if they were to try to articulate that with each of the provinces. So, we just had, “here’s the Math, here’s the –” On the other hand, having said all that, the Science did include, ~~there was~~ some Biology, some Chemistry, some ... and there’s different levels. What they call level one for basic literacy, and that didn’t include any Sciences. Level two for a little bit above that, sort of grade eight equivalency level, again no Sciences there. Level three and level four for possible Sciences, Math, and so on. I’m looking at, well, why do people who only need level three, why do they need all these specific Sciences? Where are they going to use it? And thanks to Nora Boyer, who I mentioned, she pointed me at a study by Arthur De Witt Smith, a fellow who did a study for the Canada Manpower, I’m not sure what they called it then, on generic skills. That was the title of it, “Generic Skills: Keys to Job Performance.” What he discovered was that, yeah, people need a good range of English communication kinds of skills, they need some level of basic Math skills, [but for] Science I’m thinking what you really need is the reasoning skills, they seem to be part of – well, actually he had a separate category for the reasoning skills. For the Sciences, there really wasn’t anything in common to everybody. But I saw that, and I thought, “uh-huh, let’s see if we can put together a Science curriculum that’s going to approach the reasoning.” I mentioned being mentored with a community college in New Jersey for my first four years. The fellow who was my wonderful mentor, a guy named Dave Griffiths, he was – at the time I was working on my masters sort of parallel to him - obviously he was working on his doctorate. He was doing research into what are the thinking skills of college and university students, in a framework based on Jean Piaget’s way of looking at thinking. And he discovered no difference between community college and first- and second-year university students. They all have the same percentage of folks who don’t think at the higher levels, who are still stuck in concrete operations. 60%, both of them, community college and Rutgers university. 60% of them used concrete operations for just about everything, didn’t know how to use the more advanced ones, usually called formal operations. And you know, here’s the skills they’re not good at. Taking other points of view, thinking of things in terms of proportions, figuring out what all the combinations of a bunch of different factors are. So, let me design a course that helps people learn those things. That lets them practice those things. I was very lucky, fortunate, to know Diane Morrison and Shell Harvey who worked with the Ministry on things like that. Shell actually substituted for us a few months before that.

**Roger:** Really, I didn’t know that.

**Geoff:** Yeah, yeah. They gave me a grant, basically work more or less half-time for six months with a few other people helping me out, and we put together this wonderful Operations of Science course that, that’s what I, from then on, started using with level three students. Level four, very few of them needed Science, so, you know, did what was needed there pretty

much. And unfortunately, when we switched to, “oh, now we’re provincially guided we need to articulate

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what we’re doing with the K through 12 system because the K through 12 doesn’t teach people how to think.” [Laughs]. And I was off at the time being in the trades [as Dean], so that course got sunk.

**Roger:** So, you talked about the Director of Trades position, which was suggested to you by Uli Haag, who was then HR Director. Want to talk a bit about that –

**Geoff:** Yeah, well I had known him a bit through being a Faculty Association Officer and so on. And although, obviously, we had our differences in all sorts of ways. After I was in those Faculty Association roles, and back to regular, ordinary old faculty position, which was just fine, ~~but~~ I thought, “oh, here’s a new position that come up. Director for Program Development. Well, I’d be interested to learn about that.” I applied for it. Didn’t get interviewed. And he said to me, “you know, why don’t you apply for Dean of Trades?” So, I did. [Laughs]. Got that job. That was very, very much fun. Very interesting. I mean, I guess they can look at my background and say, “oh, you’ve got a bachelor’s in management, so, of course you can do this.” Well, you understand that I didn’t really study management back at MIT much. [Laughs]. It was still great working with the guys in the Trades faculty, and interesting too, that they also were teaching, what they were doing, most of them, in a continuous intake way. People could start, I think it was each month, rather than any particular day or week. But I think it was a really wise way to save a bit of money because you didn’t need to have 20 tools of every type, you could just – a couple would be moving through, and not having to use these tools when they were here. So, I’m not sure. Anyway. It was a lot of fun working with those folks. And being mentored into it by Ray Walton, who sort of overlapped with me coming on by two weeks. And by Gerry Kilcup-who was Vice-President for the time I was there, I think, with that office just across the hall from me, and, he was basically my boss. That was great working with him. Yeah, so it was good. And getting to know all the guys in the Trades ...

ROGER: So, you –

**Geoff:** And having the privilege of hiring Alice at some point –

**Alice:** [Laughs].

**Geoff:** Start a new program in outdoor power equipment or whatever you called it at first – what was it from the beginning?

**Alice:** Outdoor power equipment?

**Geoff:** Yeah, ok.

**Roger:** Yeah, so that's another couple of Navy connections you just brought up because, Ray Walton was a captain, engineering, Captain in the Navy, Ken Moore was a Commander, and Anita Huberman was an Honorary Captain until probably a couple of years ago. Also sort of an ambassador for the Navy within the Lower Mainland.

**Geoff:** I think I had heard of that but I –

**Roger:** Yeah, she had a uniform and everything.

[0:40:25]

**Geoff:** Oh, she's amazing. I just met her husband at a Semiahmoo House fundraising dinner a couple of weeks ago. Never met him before, but yeah, it's nice to say hi. But yeah, she's just incredible.

**Roger:** So, the trades at that point, of course, were on, what we call the Newton campus.

**Geoff:** Mm-hmm.

**Roger:** I forget the actual street –

**Geoff:** 77<sup>th</sup> I think.

**Roger:** 77<sup>th</sup> and King George Highway more or less?

**Geoff:** Mm-hmm.

**Roger:** And at that point the new Langley campus had not been built. So, basically the trades were in that one location at that point.

**Geoff:** Yeah. Except for Hank and the farrier –

**Roger:** Oh yes, the farrier program, of course, was still out on the Langley property.

**Geoff:** Yeah. And then with the building we had across the street from the trades actual warehouse area is where they were being taught. The building across the street, there were some classrooms, but the College was putting in technology programs there too with –

**Roger:** Gaglardi.

**Geoff:** Yeah.

**Roger:** His first name. Not Ken. Ken? Yeah, it was Ken.

**Geoff:** I think it was Ken.

**Roger:** Well, it wasn't Flying Phil who was the other Gaglardi that comes to mind, who was the Minister of Highways in British Columbia for years and years [under the Socreds], he got tons of speeding tickets.

**Geoff:** Did he?

**Roger:** Yeah, yeah. In fact, Linda Coyle interviewed him when she was a student in one of my classes, which is kind of closing another circle.

**Geoff:** Yeah, I had no idea Linda Coyle was a student in one of your classes.

[Both Laugh].

**Roger:** Yeah, that's when she first – a very long time ago.

**Geoff:** Oh yeah.

[0:42:03]

**Roger:** So, basically you were in with the Trades faculty for a number of years. Common Core stuff was part of that.

**Geoff:** Yeah. And the three layers of instruction – not apprenticeships, they were there too, but separately – but the Common Core, the entry training for trades so that students could go out and get a job and pretty much get credit for the first year of apprenticeship training by having done this fundamental preliminary. But that training was broken into three layers where every trade student would take the same Common Core and then break it into, ok, if you're in automotive then there's these, if you're going into construction there's these. That's the second layer. And then the third layer, more specifically than that, if you're automotive, are you going to do motorcycles, or are you going to do cars, or are you going to do interior design, or whatever? If you're going into construction, do you want to be a bricklayer or a carpenter?

**Roger:** So, Vern Young, who had done that for a long time, and Jerry Murphy also did it, I think they actually formed – I forget what it was called – but they formed some kind of a provincial association of people teaching in those kinds of subject areas. And Jerry Murphy was president of it for a couple of years too.

**Geoff:** Well, there was a society of vocational instructors. I don't know –

**Roger:** It might have been that –

**Geoff:** Because that wasn't just Common Core it was the whole –

**Roger:** Mix.

**Geoff:** But Jerry was involved with that, for sure.

**Roger:** Yeah. And also, you – at the same time – you got a number of programs from BCIT?

**Geoff:** Yeah, which weren't part of -

**Roger:** There was sort of another new building far down at the end –

**Geoff:** They were far down at the end, yeah. Yeah, I was taking over those warehouse spaces and so on. So, there was Appliance Servicing, Automotive Upholstery, yeah, and Furniture Upholstery also, those two together. So, those three programs came over from BCIT, and they weren't organized in a three layer or continuous intake type of mode at all. Sort of traditional, more in BCIT structure. And still good folks, but it was a strange mix at first.

**Roger:** So, TRAC Common Core for Trades program was abandoned by the Province. What then happens? ABE sort of steps in.

**Geoff:** Yeah, we, ABE, came in to do English and Math for the Trades. Maybe it was mixed courses with – or maybe not, but basically English and Math for Trades. And we still have those courses but as things have evolved, only the millwrights have been smart enough to keep the English for the Trades and Math for the Trades courses as part of their programs. It seemed to me, well, what a good idea, you know, here's our workload under our collective agreement, 24 hours a

[0:45:32]

week. Well, the Trades instructors can do their 24 hours worth of pure trades stuff, and us ABE folks can come in and do the extra six hours, two three-hour courses for the English and Math so the students will be there for the 30 hours that Canada Employment and others expect them to be without bringing up too much of the Trades instructors brains. But that seemed to erode away over the years, for sure after I left the Dean of Trades position. I think the College management wasn't happy that I was not able to control the levels of spending that were necessary to run our Trades programs. Well, we needed to buy stuff, and for that it uses up real things. And I couldn't see a way to hold the budget back more than what I thought they needed. I'm not sure if that was all there was to the rationale, but after five years, I kind of got the message that gee, you know, "why don't you go and be something else? Want to be Dean of College and Career Prep?" "Oh, all right." So, I did that job for a year. Derek Nansen took over after me, but after that year – I mentioned that Director of Program Development that I originally applied for – well, that kind of position was made into a Vice President position. John Bowman was hired for that, and he's looking for a – I can say Dean now. And so, I applied for that, the Dean of Program Development. Yeah, the other little weird thing was that I was Director of Trades, and then the University decided to change that position's name to Dean, so I got to be a Dean Dean.

**Roger:** Dean Dean, yeah.

**Geoff:** Which, ok.

**Roger:** A double Dean.

**Geoff:** I ran that by [VP] Gerry Kilcup, and asked him, “does this make sense to you? Can I actually be the Dean Dean?” And he said, “I’ve known Sergeant Sergeants and Major Majors.” Why not?

**Roger:** Now, at one point the issue of capital funding for programs that were capital-intensive – and I’m not sure whether that was with Manfred [Baur] or whether you were still the Dean of Trades – but Brian Carr [Dean of Math and Sciences – and later also Horticulture] was – there was sort of a capital budget allocated for education – and then the Deans delegated Brian to put together the whole capital for HORT, which wasn’t then part of Sciences. Horticulture, Trades, and Sciences, which were the most capital-intensive for updating equipment and so on. And then that would be – make the proposal, and the rest of the Deans would maybe pick a little bit if they ever needed whatever little bit, piece of equipment, but that was rare. The capital budget then got sort of centred on those three areas. And that may have been after you were –

**Geoff:** I think I might have just started – towards the end I was there because I remember Brian Carr doing something like that, but then I moved on and you’re right, Manfred probably took over.

**Roger:** And I think that helped quite a bit because then it was saying, “here’s the capital budget, now you guys figure out how you’re going to share it around.” And so those, the Deans, involved, the principal ones in areas of heavy capital, would sit down and figure out when I would bring proposals forward. I think that was a much smarter way to handle those kinds of things.

**Geoff:** Mm-hmm.

[0:49:20]

**Roger:** And frankly, I’ve never understood how Trades are financed. I know that sometimes there’s been this sort of provincial body that had to allocate money out to institutions and some kind of a council of employers and the Ministry, and unions.

**Geoff:** Well, there’s a difference too, between the apprenticeship training, which, ITA or whatever it’s always been called –

**Roger:** Yeah, ITA.

**Alice:** ITAC first, then ITA.

**Geoff:** Yes. It hires the colleges to do a bunch of that training – not necessarily from the colleges, others too, or the union itself, for those type of workers. So, there’s what they have for us to do, and then there’s what the provincial government funds for the foundation



level. Preparatory – equivalent to first year of apprenticeship and training, various trades. So, difference between how those two marry this work, and where the funds come from. So, yeah, it's a little confusing, for sure.

**Roger:** We definitely had it a lot easier, basically in the rest of the institution [Laughs] than in the Trades.

**Geoff:** Mm-hmm.

**Roger:** So, you then moved into the Program Development area. So, that was – the theory behind the job was to –

**Geoff:** Well, I took it at first to be sort of a general, “let's develop new programs here for Kwantlen.” But it turned out that one of the central ideas behind establishing that area and that Vice Presidentship and Dean position and so on was somebody in the university was thinking, “hey, we're developing a new and wonderful program, so let's see if we can make some money by selling them to other universities across Canada.” And first one being the PSC program?

**Alice:** Public Safety Communications.

**Geoff:** Right, Public Safety Communications program that train people how to be effective 911 operators. And that was a unique program, only one that I knew of in Canada at that point. And hey, let's take that and go sell it to other colleges throughout the country. So, wonderful. I got to go back east to talk to people in Niagara College and a couple of other places, I think –

**Roger:** Mohawk, I think.

**Geoff:** Yeah, sounds right. Yeah, sure. And Camosun, and some out here. Yeah, interesting. “But why should we buy it? We can figure out how to do this ourselves. What a good idea. We don't need to buy copyrighted stuff from you to do this.” So, that's a financial revenue source that didn't work at all. Silly idea to begin with, I think.

[0:52:31]

**Roger:** And then you went to teaching full-time again with – by then it was ABE? It was called something different because various nomenclatures –

**Geoff:** Well, College and Career Prep was the Faculty and Division or whatever. I think it was still called that when I went back to it, I'm not sure. But within that, there was the Academic and Career Prep there is now. What they were called before, I have no idea. It's gone through a few name changes.

**Roger:** And so, by then, you had been away for a while, and the Operations of Science – and as you said earlier, that had kind of disappeared.

**Geoff:** Yeah, and before I went in to being Dean of Trades, all of our courses were being done in a continuous intake mode. That got changed in some ways when Newton Wainman was ACP's Department Chair. Well, in some ways, we still have continuous intake mode [or we did until 2020], but also semester mode [classes were] added. I didn't really know much about it then. Oh, nice coincidence, my wife, Colleen [McGoff-Dean] – she and I had met at an instructional skills workshop in 1988. Instructional skills workshops were just being started in Southern California community colleges. I had been lucky enough or whatever to be in maybe the first one that Bill Reid and Linda Coyle had put on at Kwantlen back in 1980. And I hadn't really done anything with it since. It was a good workshop, great. But maybe in '87 or thereabouts, I thought, "oh, let me learn how to be a facilitator at these good workshops." I took that on, and as a result of that, doing the facilitator training, I went the provincial instructional skills facilitators conference, convention, whatever, up in Naramata –

**Alice:** Institute.

**Geoff:** Institute, there you are – up in Naramata, and Colleen being one of the first people to do such a workshop in California community colleges, was there too, with a couple of our other colleagues, ~~and so on, and so on~~. I had recently separated from my first wife, met her [Colleen there], and it was just wonderful, and anyway. Back and forth, long distance relationship, got married in 1990, she came up, and lo and behold, there was a full-time regular job teaching English and Basic Ed at Kwantlen that she managed to get. She had a wonderful interview, so I'm told. She was asked all sorts of questions by two other people on the interview team. Derek Nanson the Chair and Gary Miller the Literacy instructor. Ian Brooks, the other guy on the interview team, ~~he~~ asked one question. He said, "tell me why those 49ers are doing so lousy."

[Group Laughs].

**Roger:** Just the 49ers?.

**Geoff:** Yeah, that was the final question and I guess she passed that one too. [Laughs]. So, anyway she's working in the field too. She was just telling me this morning how although she was teaching continuous intake, many of the students that she had in her English class in continuous intake mode were going to be going on to semester-style courses. And so, let me take the grade 11 equivalent students anyway, and have them meet in groups and I'll do structured lessons for them so they can get used to what it's going to be like in a semester-style course. The other thing she was telling me this morning was that back then, the university's English Department,

[0:56:33]

were the ones that did the English 12. It took a bit of time for us to convince them that no, they should give English 12 to the Academic and Career Prep Basic Ed folks.

**Roger:** Yeah, John Isaac taught a ton of those. Grade 12 – I forget what they're called, but it was grade 12 equivalent English.

**Geoff:** Yeah, well, good that John was doing it. She said a lot of folks were sort of told they had to do it.

**Roger:** Well, there were, yeah, but especially after John Isaac retired.

**Geoff:** Yeah.

**Roger:** Because he had been very early, '71, '70, somewhere around there, had been hired by the English Department basically to do that because a lot of the – there are a ton of issues around the English 12 grades as well being proper preparation for university or college-level English.

**Geoff:** Mm-hmm.

**Roger:** UBC had huge problems with it, and so did Douglas and Kwantlen around, so what grade do we actually use? So, then they ended up with the English Placement Test.

**Geoff:** Yes.

**Roger:** Which students had to write in order to be placed in the appropriate English courses at Kwantlen or wherever. But that English Placement Test –

**Geoff:** Yeah, very minimalized way to do it. Grades don't tell you anything unless it's an "A." Ok. They know what they're doing.

**Roger:** Yeah. So, one of the other projects you were involved in was Essential Skills.

**Geoff:** Yeah, that goes back to when I was Dean of Trades, or Director of Trades, whatever. And I'm looking at what the students are all learning as part of their foundation trades training and realizing, yeah, it's all very well to know how to do the actual, how do get this nail through there, and when should we do this. All the specifics of the trades. But if they're going to be promotable, if they're going to some day be in a position where they're going to be supervisors or whatever, they need more skills than those specific trades training. Can we not build some of that into what we are doing? So, it was maybe in '92, I asked people in the business world to give us some advice about this. Kind of parallel to what the Generic Skills study had looked into, and found out a few years later that, oh, the federal government is going to be looking into this some more also. But yeah, I thought let's get together some business folks to talk with us about what are the general skills that they want our Trades graduates to have. I remember a really good meeting with Keith Gray, who was Chair of the BC Business Council, I think, and others I don't remember the names of. But they basically gave us a list of here are the skills that we want from our – the non-technical, the general skills we want from our new employees. And then that gave rise to what at first, we were calling Kwantlen Employability Skills. Set up a committee inside the whole College to say, is this applicable perhaps to all of us? We should

[1:07:00]

perhaps ensure that we don't necessarily need specific courses for each of these, but we should be ensuring that each of these skills are somehow taught within our programs. And that turned into the Essential Skills Policy. And KPU's still got a pretty good website for it, but on the other hand, I'm not impressed by how well it's been implemented across the universities. Ok, good idea, but –

**Roger:** Yeah. Yeah, it's always been a very interesting kind of thing. I remember I was at ACCC, and there was a conference of Colleges of Applied Arts and Technology. So, basically the colleges in Ontario. And they had a number of business leaders come in and say, "this is what we think of your graduates." So, they had a number of programs that were more, kind of, soft, if you like. Not skills-based, so much as skills that you could say, "here's how you do the job. When you come day one, this is the job you do. You know exactly what to do. You're ready to go." And then they had the courses that were aimed at that. So, they didn't really – they had kind of a mix of these two. So, we asked these business leaders, one was Firestone Canada, one was Cadbury, and the other was a major PR, advertising firm. And their answer was that, "we really love to get people who have the skills so they can walk in day one, do the job, and their productivity is incredible." Because if you take somebody off the street, you have to teach it all. But if you take somebody that's got all these skills, they walk in and do it. But in both cases, people off the street get trained to do a specific job, their productivity is great. In year one, a lot of them, but then it sort of levels off, and it doesn't keep growing. You hire people with more general skills, or including these skills that you're talking about here, then their productivity may not be so great day one if they don't have these really specific skills to do this job, but their productivity continues to grow for a decade or more because they've got this other sort of underpinning that they're able to apply, that gives them much more value to the company over time. So, trying to integrate these things, and I know what you're talking about, because trying to get people in Arts, Social Sciences, Humanities, to look at these and say, "oh yeah, we understand why we really need to focus on teaching these," – totally an uphill battle because they had never thought about it. If they had come straight from graduate school to teaching, they didn't really need to think about it, except they might think about critical thinking skills. But for most people that was the extent of it, if you like. So, I can certainly understand when you're saying it's been challenging to put them in.

**Geoff:** What I remember now, as you're talking about it, is we put together a list of skills. We sent it out to a lot of employers and got them to rank them in the order that they thought they were most important. Well, employer organizations have done exactly that kind of survey lots of times, every year, every other year for the BC Business Council. But came up with the list at which we put in order. And I should say [at the top of the list was], well, I call it creative thinking because critical thinking is much too much in my mind the logic, you know, then analysis. But there's all the Piagetian type of thinking that I wanted to make sure was up there too. But the second one on the list was oral communications. Coincidentally, here's my wife and colleague now, Colleen, that was her field of study, a Master's degree in Oral Communication from University of Washington, and [she'd] been teaching courses in that area in California community colleges and universities for years before I met her. She comes up here and discovers that in Canada it's not an academic

[1:04:33]

area of any kind of interest. Nobody teaches it beyond one Toastmasters level it sort of takes you to and the Business Department thinks that's just plenty. Well, no, and very frustrating for her that there was no openness at Kwantlen or elsewhere to build a program around those kinds of necessary skills. Every business group says that's crucial to – why don't we clearly make that into an academic discipline out of which we could teach all sorts of – one of the things I'm doing with Surrey Board of Trade is taking them a policy suggestion that maybe the Boards of Trade and the Canadian Chamber of Commerce on it pass a motion saying that we're going to ask Canadian universities to make this a discipline, that doesn't exist up here yet, but should.

**Roger:** Yeah, I mean that's a good tactic because certainly trying to do anything about it internally was again, an uphill battle. I mean there was Communications within the English Department at one point, and then it got over to School of Business, which kind of crystallized within what it had been doing. It wasn't open to areas, like talking about oral communications being a specific discipline – “oh yeah, we teach oral communications.” So, that was the response to it.

**Geoff:** Mm-hmm.

**Roger:** So, I don't think there was ever a thorough examination and there wasn't – yeah. It was a waste, well, it wasn't – she wasn't a waste because she did a bunch of other things, but it was a waste that she couldn't apply that specific knowledge to this place.

**Geoff:** Mm-hmm.

**Roger:** Now, so, you also talked about another area – which the second email that you sent, you talked about it, but I didn't write it down, unfortunately.

**Geoff:** Oh, what we were just saying about oral communications and how do we get to become a respected academic discipline across Canadian universities. It seems to be such a difficult wheel to turn because you need to have people who are trained in that field, educated, have degrees in that field, in order to get it going. And if you don't have them to begin with, how do you – well, the other field you mentioned that is one I learned when I was at MIT, system dynamics. There's a fellow called Jay Forrester, clearly now passed away, but he was fundamental, after developing all sorts of computer technology back in the '50s, decided to move over to management and things related. He was asked to consult with General Electric, I think to help them figure out what was going wrong with their inventory system. How come they had stuff piled up and then it was all gone, all sorts of time delays, and so on. So, he developed a whole framework for how do you map out what's going on in a complex system? Which, you know, information going back and forth, actual stuff going back and forth, feedback between one place and another. “How much do you have of this? How fast is it changing?”

**Roger:** This is probably right at the end of the pneumatic tubes.

**Geoff:** Could have been. Yeah, well, this was in the late '50s, early '60s –

**Roger:** Yeah, pneumatic tubes.

[1:08:33]

**Geoff:** He put together basically a field he called systems dynamics. And when I was in my last year or so at MIT, in '68, '69, '70, he came out with a book called "Urban Dynamics," that basically one of the conclusions was you shouldn't build housing projects for poor people. You should use that space to put in industry and then you can employ them. Ok, I thought, hey, I've been working with this kid for the housing project and I don't it was a bad idea to have them here rather than wherever else they would have been living. So, I didn't quite agree with the conclusions that he came up with. But then later on, based on the same work, "Limits to Growth," was put together by some of his team. He had a book sort of parallel to it called, "World Dynamics." How do our levels of resources and land use and pollution, whatever, all relate to feedback on population growth? So, tremendously powerful model of basically, what's going to be happening with the world, and amazingly – they did several models with different assumptions behind each of them, but let's just take what's going on in the present day, when it's written back in the early '70s, and the model they put together then matches pretty well with what's been happening in the world for the 40 years since then. So, that's an area of study that – gosh, how do we spread that around? How do people in business, which is obviously concerned with inventory control, environmental systems and so on, how do they learn about this? How do we get people – how do we make a discipline out of it? Worcester Polytechnic back in Massachusetts does have it as a major area. You can do it as a minor area within your Business degree at MIT. There's a global [Systems Dynamics Society](#) of people who are interested in it, but in terms of making it an academic discipline that's generally taught – oh, there's a couple of groups that are building it into the K through 12 Science courses and so on, you know. So, it's sort of there, but how does it become here and now when we need it very badly, I think, because of climate change, etcetera. It's maybe not going to be there in time to save us, darn it. Getting a new discipline underway, not just within Kwantlen, is pretty damn tricky.

**Alice:** It is.

**Roger:** Yeah, it's tricky everywhere.

**Alice:** It is. Have you read any of the material by Alex Pentland? Also, MIT.

**Geoff:** Alex?

**Alice:** Pentland.

**Geoff:** No.

**Alice:** We'll talk after this.

**Geoff:** Yeah.

**Alice:** He calls it social physics. And it's an extension of this that he's adding on to.

**Geoff:** Oh, yeah. Haven't heard of it. Thank you.

**Roger:** So, that's kind of a thumbnail sketch of your time at Kwantlen, and your career at Kwantlen/Douglas.

[1:12:04]

**Geoff:** And I'm still here. [Laughs].

**Roger:** Yes.

**Geoff:** Here I am, 69 years-old and still teaching, and yeah, I think I'll probably retire at the end of this academic year but now I'm teaching continuous intake Math at Langley and teaching Math for millwrights once a week at Cloverdale. Teaching a couple of basic semester-style intro algebra courses and so on this campus on Mondays and Wednesdays, and still enjoy it. Still worth doing.

**Roger:** It's exciting.

**Geoff:** Yeah.

**Roger:** I remember you talking about your first wife, I remember that Kwantlen, it was sort of a place where Isobel McAslan and Ewen [both in the Fine Arts Department] wanted to celebrate their 25<sup>th</sup> or whatever anniversary in Paris, where – they hadn't quite met in Paris, but it was where they came together and that was where they wanted to celebrate. So, "what can we do?" Well, "why don't we sell a bunch of paintings?" So, they mentioned this to me, and I said to my wife, Marie-Claire, who I was with by then, said, "why don't we have a show in our house, and we'll just invite a bunch of Kwantlen people?" And you and your former wife, and I think one of your daughters?

**Geoff:** Just that one, but that one. Tara.

**Roger:** Ok. Yeah. Came around and everybody had a good time. And they sold – I don't know how many paintings they actually sold, but probably they sold at least 10 or 12, 15. It was enough to fund their trip to Paris, and they had a great time there. It was kind of, sort of, the family of Kwantlen, where somebody from Kwantlen would say, "here's what I want to do," and then get people together and some people would support, and say, "yeah, yeah, here you go."

**Geoff:** Yeah.

**Roger:** There was a financial twist to this particular one.

**Geoff:** Yeah, that community college culture that I like very much. And when you first mentioned my first wife, she was a student here too. She took the Interior Design program.

**Roger:** Oh, ok.

**Geoff:** Worked as an interior designer for a few years, and the company folded up, darn it, but.

**Roger:** Yeah, it's fun. Anyway, Alice? Ok, thank you, Geoff:. Appreciate this very much.

**Alice:** Thank you.

**Geoff:** You're very welcome. It was quite an interesting, enjoyable little task to go through this.  
[Laughs].

[End of transcript]