

directions directions directions

"... the most important thing about a college is the quality of the lives of the people who staff it."

K. Bailey, The Effective Use of Resources

VOL. 3, NO. 1 SEPTEMBER, 1986

A Faculty Development Newsletter of Red Deer College

PREVIEWING THE ACADEMIC YEAR - Dr. Donna Allan, Vice-President Academic

Welcome to another academic year at Red Deer College. This year promises again to be very busy as we settle into our new organizational structure and develop new divisional cultures. This will be an exciting time for both the returning and new faculty and staff. The newest division, General and Developmental Studies is already growing as it expands from the traditional on-campus offerings to regional programming in Rocky Mountain House, Stettler, Lacombe and Hobbema. Two new programs were approved for the Visual and Performing Arts Division and students are now enrolled in the Theatre Studies Diploma Program and the Bachelor of Music transfer programs.

The division Deans and academic program Chairpersons have new job descriptions. These provide for an expanded role for both positions and it is part of the planning to decentralize decision making. To assist our academic administration with their new expanded roles, a management development program is presently being planned.

Our present faculty evaluation policy is under review and it is hoped to have a new or revised policy completed before Christmas. The College-wide Professional Development Committee is also

DIRECTIONS is published by the College-wide Professional Development Committee of Red Deer College. The views expressed in the Newsletter are those of individuals and not necessarily those of the College-wide Professional Development Committee.

Deadline for submission for the October DIRECTIONS is October 1, 1986.

Editor: Ed Kamps

planning to finalize the policy on professional development profiles.

The Academic Council will be reviewing their role in new program development and will have a busy fall as all programs bring forward their policies on "Other Learning Experiences". All academic policies are being reviewed and will be revised into a standard format which will also include the new titles of academic administration. Part of this review will also be to recommend any changes to policies that are needed to reflect the current College philosophy.

Red Deer College strives to maintain its excellence in all academic programming. Our faculty are the necessary resources that ensure our students receive a quality educational experience. I am pleased to see we have again recruited well qualified faculty to complement our core of competent, experienced faculty. I look forward to working with each of you in the months ahead.

FACULTY DEVELOPMENT NEEDS ASSESSMENT

A comprehensive assessment of faculty development needs will be carried out this semester. The survey will cover various facets of faculty development and the results will serve as a guide to programs and initiatives sponsored by CWPDC over the next two years. While the study will be carried out on a departmental/divisional basis, individuals are also encouraged to submit their views and suggestions to Ed Kamps.

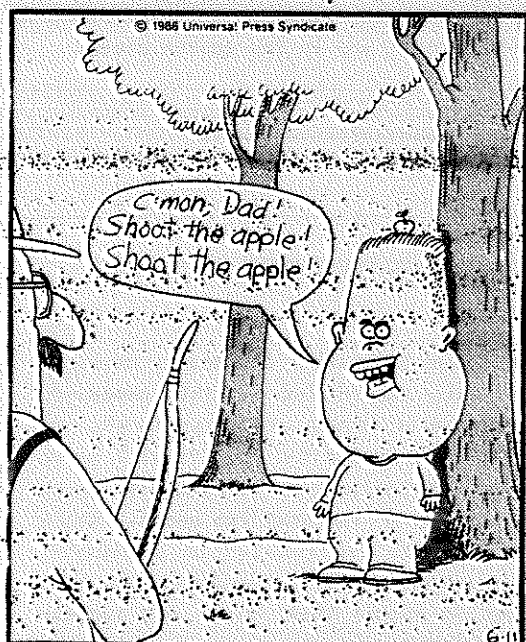
FACILITATORS IN THE INSTRUCTIONAL SKILLS PROGRAM

Ten staff members spent a week this spring developing their skills as facilitators in the Instructional Skills Program. Included in the group are: Linda Tallas, Brian Stackhouse, Ken Hammer, Jennifer Young, Pat Pattison, Glynis Wilson-Boulton, Sandy MacGregor, Laurel Goodacre, Laurel Mutch and Christine Phillips.

Conducted on campus the workshop was led by Earl Bloor with assistance from Caroline Rentz-Golub and Ed Kamps, and focused on the elements of instruction largely through the presentation of mini-lessons. Another major component of the workshop dealt with giving and receiving feedback.

Eight of the ten staff subsequently co-facilitated instructional skills workshops during the new faculty orientation program and found the experience to very stimulating and highly gratifying.

In addition to conducting workshops the facilitators are also able to work with faculty on a one to one basis.

THE FAR SIDE By Gary Larson

Unknown to most historians, William Tell had an older and less fortunate son named Warren.

TEAM TEACHING - Glynis Wilson Boulton

In a College environment which encourages the development of innovative teaching techniques, new directions can be exciting for both instructors and students. Team teaching is one approach that can combine the excitement of innovation with the best of tradition. Interviews with two teaching teams (and my own experience) have led me to the conclusion that while team teaching is very demanding, it can also be very rewarding.

The diversity of the goals of the two teams I interviewed illustrates that the team approach can be used for vastly different purposes. For example, Donna Storvik and Eldon Neufeld collaborated during the first term of "Project 50", an integrative approach to the material presented at the 50 level of the College Preparatory Program. The second team (Jim Scott, Peter Slade and Gill Newman), by contrast, worked together to present English 210 using a format which included lectures and seminars. Obviously the goals and materials for each course were entirely different; yet team teaching seems to have facilitated the achievement of the goals of both.

Challenges

These two groups worked together as teams for the first time last year. All of the instructors agreed that the team teaching experience can be very satisfying. They did, however, point out that team teaching is also extremely demanding. Advance planning and coordination were time-consuming. And even after the courses had begun, the teams spent a great deal of time monitoring to ensure that goals were being met, students were learning, and that team members were all going in the same direction.

Some of the more specific challenges mentioned by the instructors include the following:

1. If the instructors wish to work as an effective and democratic unit, the team must agree on major philosophical issues, as well as the more pragmatic details of due dates, classroom policies, etc. Although all this decision-making is important, it can be both demanding and time-consuming.
2. Consideration for the other members of the team is crucial to the success of the team. Interaction in the classroom and in the planning meetings may require sensitivity -

and will certainly require energy. Thus, in addition to the usual awareness of students' reactions, each team member must cultivate sensitivity to the reactions of the other members of the team.

3. The major challenge of team teaching seems to involve ensuring that team members are clear and in agreement about goals, program philosophy, and general teaching strategies before classes begin. Like traditional classes, team projects can evolve naturally to meet student needs as they arise. However, the instructors all agreed that that evolution takes place with much greater ease if there has been adequate advance planning.

Advantages:

During the interviews many positive aspects of team teaching became apparent. The benefits most frequently mentioned include:

1. A diversity of teaching approaches can give students a richer learning experience. The instructors may often be able to appeal to a greater variety of learning styles and motivational patterns. Donna and Eldon also frequently capitalized on differences in their own personalities and approaches in order to provide integrated and exciting presentations.
2. The instructors felt strongly that their own learning experience within the classroom was significantly enhanced by the team approach. They mentioned picking up new ideas about teaching techniques, lecture styles and the design of exercises and assignments. Teaching strategies aside, they also felt that they gained significant insights into the content of their courses.
3. The team members also mentioned that constructive criticism from peers was most beneficial. First, they felt the presence of peers kept them on their toes and that their teaching improved as a result. Further, the "debriefing" that took place after classes gave them immediate feedback that isn't received as often (or in as much detail) in a traditional setting.

Conclusion

As a result of my discussions with Donna, Eldon, Jim, Peter and Gill, I am looking forward to my involvement in a team teaching experiment this fall. I believe that the benefits to me and to my students will far outweigh the logistical and organizational complexities.

My work on this article has also inspired me to study team teaching in more detail. And here I would ask for your assistance. I am interested in instruments that might be used by teaching teams to explore and negotiate philosophical differences among team members before classes begin. Some of the instruments used for general team building would certainly be useful. If there are instruments available that have been designed specifically for instructors, I'd be interested in learning about them. Any and all information on this subject would certainly be welcome.

FUNDING FOR RESEARCH ON AGING AVAILABLE

The Senior Citizens Bureau invites proposals for grants in-aid-of research where the principal focus is on issues of relevance to aging.

Priority will be given to research proposals relating to the social, psychological and environmental aspects of aging.

The deadline for receipt of research proposals is November 30, 1986. A Research Subcommittee of the Provincial Senior Citizens Advisory Council will evaluate all proposals submitted through the Bureau.

"Since what is most important for us to know in understanding another is not the other's experience but what the experience means to him, our first goal is to grasp the essence of how the other composes his private reality".

- Robert Kegan, (1982), *The Evolving Self: Problem and Process in Human Development*

SPECIAL INTEREST GROUPS TO RE-CONVENE

Several of the special interest groups established last year will reconvene this semester.

The Adult Education Network is open to any faculty or staff interested in the broad field of adult education. Last year a group of about 15 met monthly to discuss current issues and share ideas. The group will have its first meeting on Tuesday, September 23, 7:00 p.m. in Room 908.

The Group in Support of Excellence developed last year in response to the ideas in the book In Search of Excellence and an attempt to relate those guiding principles to the College. The group initiated a student achiever breakfast each semester to recognize special achievements of students nominated by faculty. As well an "Hour to Excellence" was held in February to survey students regarding what they liked about the College as well as suggestions for improvement. Any one interested in the ideas of In Search of Excellence and the quality of this institution are invited to participate. A formative meeting will be held Thursday, October 9, 4:00 p.m. in Room 1505.

The Research and Writing Support Group was formed last year to: increase the awareness and heighten the role of research and writing by faculty; to facilitate networking among faculty; to provide a sounding board for ideas and problems; to support faculty interests (e.g. copyright policy). A meeting of interested parties will be held on Thursday, September 25, 4:00 p.m. in Room 1505.

If you are interested in one of these groups but cannot attend the meeting please contact Ed Kamps. Also check with Ed if you want help in establishing a special interest group or in promoting a particular professional development idea or activity.

"When we fail to explore and get excited over the possibilities that are open to us, we stop growing and join the ranks of "Inner Kill" - those who are tiptoeing through life in order to make it safely to death."

- Richard Lelder/James Harding
"Taking Charge"

BROKERED COURSES AT RED DEER COLLEGE 1986/87

A variety of brokered courses will be offered at Red Deer College during the fall and winter terms. Originating institutions include the U of A, U of C, Athabasca University and Grant MacEwan Community College. For a complete listing check the bulletin board in the Staff Lounge.

ON CONSULTATION - an excerpt from Canada's Community Colleges by John D. Dennison and Paul Gallagher. Dennison is a professor of higher education at UBC and Gallagher is President of Vancouver Community College. UBC Press, 1986

"Role clarification for instructors and other professional staff is equally important. The inadequacy of a collegial management model to meet the needs of contemporary colleges does not mean that instructors should be relegated to the status of instructional technicians. College instructors are highly specialized professional experts. That expertise should have its primary outlet in the classroom or with students, but it would be an imprudent college that ignored the contributions that professional experts can make to college policy formulation, to priority setting, and to management and administration. Consultation, the honest seeking of informed advice by experts on matters within their expertise, should characterize the management style of contemporary colleges.

If any term has been abused in colleges in recent years, however, it has been the term "consultation". College faculty members have claimed that consultation has been phony when their advice has been sought but not followed. Administrators have felt slighted when their views have not formed the basis of board action. Board members have expressed amazement and disappointment when in good faith they have sought college-wide opinion on issues and directions only to find that their eventual decision caused internal friction because it did not conform to the views expressed by one or another internal college body. These difficulties can make it tempting simply to abandon consultation as part of the process of institutional decision-making, but that course of action is not in the institutional interest.

For consultation to be useful and effective in the current Canadian college context, several distinctions need to be made and understood. First, consultation is not the power or authority to decide; it is the opportunity to contribute to and influence decisions, and it is quite reasonable to expect decision-makers to seek advice honestly from several quarters without any commitment to follow the advice they receive. Secondly, there is little justification to offering the opportunity of consultation to those who have no particular expertise or specialized information on which they might base their advice; as harsh as it might sound against a history of extensive consultation within Canada's colleges, these institutions can no longer afford the luxury of seeking and assessing amateur advice on professional issues. And the third distinction is between consultation on expert or professional matters and consultation on institutional concerns where a decision might affect the entire life and character of the college. In the former case, only consultation with those who have specialized expertise or knowledge makes sense, just as academic freedom is only properly extended to those with acknowledged expertise and only in the field in which that acknowledged expertise has been developed. There are no universal experts within colleges or beyond. In the case of crucial institutional concerns, broad consultation is not only appropriate but vital to institutional health because what is being sought is not expertise but a polling of views, and impressions that may influence the eventual decision. Whether new criteria for the evaluation of the performance of teaching faculty should be introduced, for example, is an issue on which the instructors and other academic professionals, but not the business office professionals, need to be consulted. On the other hand, the change of criteria for admission to a college may well be an issue on which college-wide advice, expert and inexperienced, should be sought."

"It is necessary to discuss not only the vitality of societies but the vitality of institutions and individuals. They are the same subjects. A society decays when its institutions and individuals lose their vitality."

- John Gardner, Self-Renewal

SHARE A RIDE?

Anyone planning to commute to Calgary or Edmonton during the fall or winter term wishing to share rides should contact Diane Tyler (3263).

COMPUTER MANAGED LEARNING (CML) PILOT PROJECT

(excerpts from a report submitted by the CML Steering Committee: L. Graff (Chairman, CML Instructor), M. MacDonald (CML Instructor), G. Paradis, B. Forbes, C. Neufeld, A. Mishra (CML Instructor, May/June 1986))

- Full copies of the report may be obtained from any of the committee members.

A. INTRODUCTION

A Computer Managed Learning (CML) Pilot Project was conducted at Red Deer College in the 1985/86 Winter Term. The experiment involved seven mathematics classes of the College Preparatory Program (CPP) at the Alberta Grades 10 and 11 equivalency levels. Three classes were conducted with CML; four classes comprised the control group.

The needs to find alternate, better ways of delivery CPP Mathematics Programs, on and off campus, was clear because of the great variability of preparedness of CPP clientele, and need associated individual variations in both learning rates and learning styles. Other factors included high drop rates and the need to offer to mathematics learners additional basic mathematics drill and practice.

The first draft of a proposal to mount the pilot project was initiated March 1, 1985. The final draft, April 1, 1985, submitted to the College Wide Professional Development Committee (CWPDC), specified these objectives:

1. Main Objectives:

- (1) To evaluate a CML mathematics program, namely, the packages offered by Universal Courseware, as an instructional method at the level of CPP Mathematics.

- (ii) To select one of these possible options for future consideration of CML Math:
 - 1) No further action;
 - 2) As remediation only (perhaps through the Learning Assistance Center);
 - 3) As a drill and practice device augmenting regular CPP Math courses;
 - 4) As an alternate delivery method and part of a mix between CML and existing CPP Math delivery methods; or
 - 5) As a replacement for existing CPP Math delivery methods.
- (iii) To initiate activity toward the 1985/86 Institutional Goal E: "To develop and implement major projects in the area of computer services."
- (iv) To initiate activity toward the 1985/86 Institutional Goal J: "To implement, as appropriate, new delivery methods for programs and services."

2. Supplementary Objectives:

- (i) To pilot additional CML mathematics courseware, for example, Practical Mathematics for Nurses, as a remedial math course for the Pharmacy Technician Program and, possibly, the Nursing Program.
- (ii) To evaluate the potential for offering CML mathematical distance education through CPP...

B. PILOT DESCRIPTION

Scope of Pilot

Seven classes were involved in the experiment, four at the Math 75 level and three at the Math 85 level. One of the four Math 75 classes was taught with CML and two of the three Math 85 classes were CML classes. The remaining four regular classes were the control classes. Class sizes were in the 20 to 35 range, with approximately 160 students in all. All seven classes were held in the 1985/86 Winter Term...

The students in each of the seven classes were randomly selected, to the extent that the students, particularly the CML students, did not know they were part of an experiment until the first day of their classes. Factors such as time of day and individual student programs were at play. The CML classes were designated in consideration of available instructors and timetable constraints. Two instructors taught the three CML classes...

CML Course Structure

The CML courses consisted of a series of modules, 18 for Math 75 and 25 for Math 85. (This count excludes two modules to do with CML format for entering answers at the hard-copy terminals.) These modules were divided into groups, six for Math 75 and nine for Math 85. All modules and groups were tested. These tests were open book with no time limit and a had pass mark of 85%. If a student failed these tests twice they were automatically locked out of the system and advised to see their instructor. After a satisfactory consultation with their instructor, they could then proceed to additional attempts.

A supervised test was required on completion of each group of modules. The supervised tests were closed book and completed in a supervised testing area. There was no absolute fail mark for supervised tests, but those students with a mark below 70% were required to see their instructor before being allowed to proceed in the course. Computation of student grades was based on supervised test marks.

When all group tests were completed, and as preparation for the final examination, there was a group test covering the course. The final examination had a time limit of three hours.

All CML tests were generated from question banks that contained a total of 2772 questions. There were two types of questions: completion type and random number type. In the random number type one or more numbers internal to the question were selected by the computer's random number generator. Approximately 53% of the questions were of this type. The objectives of the CML Math 75 and 85 courses utilized approximately 75 of the question bank...

Student Feedback Data

Small Group Instructional Feedback (SGIF) sessions were conducted with the CML classes by RDC's Instructional Design Consultant in the fourth week of the term. SGIF sessions were not conducted with all the regular classes so comparative data was not available. Each session was convened by presenting students with these three questions:

- A. "What do you like about the course?"
- B. "What areas do you think need improvement?"
- C. "What suggestions do you have for making those improvements?"

After discussion with the class as a whole, students were then divided into groups to consider each question. Each group reported their deliberations. These were summarized for each class and presented later to their instructors.

To Question A, the most common observations were self pacing, immediate feedback, having to achieve 85%, ability to review, the flexibility and convenience of being able to arrange their own work times, and the need for care and accuracy.

To Question B, the predominant theme was to have more lecturing and board work. Students wanted large tables for group work, they did not like the different questions that occasionally appeared on the supervised tests, and they wanted better explanations in the text materials. Some felt that some questions were weighted too heavily.

To Question C, students suggested more teacher/tutor/aide contact. They felt that texts should provide more extensive explanation, more examples of difficult problems, and the text copy quality should be better. Students wanted new modules introduced by the teachers to the class as a whole. It was remarked that video terminals would be better and some students wanted tutoring on weekends...

Instructor Observations

Both instructors were experienced instructors in the traditional teaching of mathematics. They also had experience with self-pacing methodologies

like Programmed Learning, the Keller Plan and the work-text approaches that are currently employed in the RDC CPP Mathematics Program. The instructors in this project were impressed with the results and the potential of CML. They observed that this pilot successfully demonstrated a methodology that, in a practical way, provided for true self-paced learning.

In addition to the positive results shown above, there were many subjective benefits demonstrated. These included a much closer relationship between instructor and student, which often resulted in being "worked harder"; work that was more rewarding. There was a large increase in student interaction, as compared to all other mathematics methodologies previously tried...

Conclusions

1. With reference to the Main Objectives listed on Page 1:
 - a. the CML mathematics courseware operated satisfactorily.
 - b. CML is a viable alternative delivery method.
 - c. the CML mathematics courseware that was tested, and as modified at RDC, can be utilized for mathematics drill, practice, and remediation.
2. With reference to the Supplementary Objectives listed on Page 2:
 - a. While some discussion occurred with members of the Nursing Program and the Pharmacy Technician Program, no action was taken in this area of application and no conclusions are possible.
 - b. Distance education utilizing RDC's CML capabilities is feasible.
3. Action should be taken to extend the existing CML mathematics courseware and study materials to other CPP mathematics, with priority to Mathematics 130.
4. CML is appropriate to provide additional CPP mathematics streams.
5. Other courses within the college should be offered in CML format.

6. As more CML courses are offered, laboratory assistance should be hired.
7. The CML text materials should be revised.
8. Hard-copy terminals for student data entry should be replaced with video terminals.

"The education of executives matters little if they lose their intellectual curiosity and retreat behind the balance sheets and potted palms of their executive sanctuary. It's hard to look up to a leader who always has his ear to the ground."

- T. Mitchell Ford, Chairman and CEO
Emhart Corporation


"A weekend fisherman looked over the side of his boat and saw a snake with a frog in its mouth. Feeling sorry for the frog, he reached down, gently removed the frog from the snake's mouth and let the frog go free. But now he felt sorry for the hungry snake. Having no food, he took out a flask of bourbon and poured a few drops into the snake's mouth. The snake swam away happy, the frog was happy and the man was happy for having performed such good deeds. He thought all was well until a few minutes passed and he heard something knock against the side of his boat and looked down. With stunned disbelief, the fisherman saw the snake was back - with two frogs!"

- Michael Le Boeuf, The Greatest Management Principle in the World

"The fable carries two important lessons:

1. You get more of the behavior you reward. You don't get what you hope for, ask for, wish for or beg for. You get what you reward. Come what may, you can count on people and creatures to do the things that they believe will benefit them most.
2. In trying to do the right things it's oh so easy to fall into the trap of rewarding the wrong activities and ignoring or punishing the right ones. The result is that we hope for A, unwittingly reward B and wonder why we get B."

from: Micheal Le Boeuf, The Greatest Management Principle in the World



CONFERENCES AND WORKSHOPS?

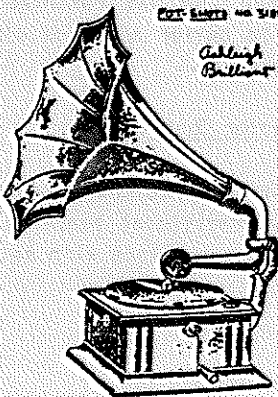
Check the bulletin board in the Staff Lounge for a sampling of upcoming conferences and workshops. A good place too for sharing information you receive on upcoming p.d. events that may be of interest to others.

"The critics of higher education are judging by a simpler standard: if a job isn't awaiting the student as soon as he or she acquires credentials, then the system of higher education is not working the way it should. Most educators, by contrast, think their most important task is not to train for a meal ticket the week after graduation, but to educate for fifty years of self-fulfillment: to help students develop a capacity for learning that will be a continuing asset, and a joy, for decades to come. Our egalitarian target is not an equal crack at a first job, but an equal chance at a full life..."

- Harlan Cleveland, "Educating for the Information Society", Change, July-August, 1985

MY LIFE WOULD BE A MORE SATISFYING DRAMA, IF APPROPRIATE MUSIC WERE ALWAYS PLAYING IN THE BACKGROUND.

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"... the most important thing about a college is the quality of the lives of the people who staff it."

K. Bailey, The
Effective Use of Resources

VOL. 3, NO. 2

OCTOBER, 1986

A Faculty Development Newsletter of Red Deer College

PROFESSIONAL DEVELOPMENT IN THE FIELD - Pat Pattison

Earlier this year I had the opportunity to work alongside Control Technicians at Alberta Gas Ethylene. I was prompted to do this for a couple of reasons. Firstly, my entire trade experience was in the steel industry and I knew little of the affairs of the petroleum or petrochemical industry. Secondly, the Electrical Department has been looking at the possibility of developing a "control technology" program that would combine the areas of electrical and instrumentation to meet a need that we perceive exists in oil, gas and related industries.

I already knew several people at A.G.E. who were involved in training, so making contact was relatively easy and since my main curiosity and lack of understanding was related to the area of instrumentation I requested that the majority of my time be spent with instrumentation technicians.

There are three production areas at A.G.E. and I got to spend a week in each working with control technicians as they carried out their normal tasks. I found the experience most rewarding and was able to get a wide variety of experiences.

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Deadline for submission for the November DIRECTIONS is November 3, 1986.

Editor: Ed Kamps

It turned out that I knew two or three people at each plant from classes at Red Deer College. This provided me with a unique experience of being able to share, firsthand, with people I knew and more quickly get involved in their work. The experience gave me a fair idea of the activity of a control technician in the petrochemical industry.

My view is that this type of development activity is excellent; besides providing a viable developmental experience it strengthens College-community relationships. I feel my understanding of trade related activity has been increased far beyond what could have been achieved by short visits and that A.G.E./Red Deer College relations have been enhanced.

The payoff to the co-operating industry is that they get an experienced tradesperson at no cost and they get a fresh perspective on what they are doing. There is also a chance that they can get their needs met better in the future by instructors more familiar with their equipment. The contacts could pay off through co-operative efforts in the future. (An A.G.E. engineer might provide instruction in an Advanced Programmable Controller course, for example).

Other College instructors have done similar types of professional development activities. To my knowledge these include Brad Hemstreet, Dave Arb, Al Redekopp and Arun Mishra.

\$ Funding for individual and group projects and activities now available. See your divisional member on CWPDC or Ed Kamps. \$

AROUND THE COLLEGE

A paper by JOHN TOBIAS (History) entitled "The Origins of the Treaty Rights Movement in Saskatchewan" was recently published in 1885 and After: Native Society in Transition.

RENATE SCHEELAR (English) took home the Severna Nash Award for highest mark in English 200 at the recent Awards Ceremony.

DONNA ALLAN (Vice-President Academic) is a member of an external evaluation team conducting an institutional review of Vancouver Community College.

CHUCK WISSINGER had a successful showing of his ceramics sculptures at the Gulf Canada Gallery in Calgary. The show entitled "Eocian Metamorph" ran from September 17 to October 18.

A Central Alberta Bibliography is a listing of privately and commercially published works by Central Alberta writers, regardless of subject, as well as a listing of works about the region. Compiled by PAUL BOULTBEE (LRC) and published by Red Deer College Press the listing includes 798 entries representing the works of 494 authors.

MOH RATTAN (Ed Psych) is serving as an external examiner for a Ph.D. candidate at Dalhousie University in Halifax.

LOREEN MABEN (Pharm Tech) was invited to meet with the B.C. College of Pharmacists this summer regarding the Pharmacy Program offered in that province.

Congratulations to members of the department on the success of their students in the recent Association of Canadian Community Colleges' national visual arts competition. Six Red Deer College students were included in the 143 finalists accepted in the competition out of some 4,000 initial entries. One of the six eventually won a prize of \$5,000 - one of five such prizes awarded. Members of the fine arts department include IAN COOK, GRAHAM PAGE, JIM WESTERGARD, JOE REEDER, KIRK MARLOWE and CHUCK WISSINGER.

BIRK SPROXTON is on his second term on the Advisory Council of the Canadian Services Bureau of the Association of Canadian Community Colleges (ACCC).

"SCHOLARSHIP IN THE COMMUNITY COLLEGE"

An informal get together to discuss scholarship, research, writing and other areas of professional interest.

The evening will be led off by Peter Slade (English) who will share a personal perspective on scholarship.

Wednesday, November 1986

8:00 p.m.

Staff Lounge

Refreshments will be served.

Sponsored by the Research and Writing Support Group and the College-wide Professional Development Committee.

WORKING IN THE TRADE: A PROFESSIONAL DEVELOPMENT ACTIVITY - Brad Hemstreet

During July and August 1986 I spent 17 days working in body and frame repair facilities in Red Deer and area. 11 of those days were spent in refinishing departments, three in frame repair departments, two in small damage repair and one day was spent in an administrative/advisory position.

While in the refinishing areas I was able to sand and repaint six complete paint jobs in base coat/clear coat finishes and do nine spot repairs in base coat/clear coats. The products I used in these refinish procedures were new to me and Red Deer College.

The experience gained by myself benefited the autobody program as well as providing me with personal gain. I will be able to share my experiences with new products with both apprenticeship and journeyman updating students and, to a limited degree, with continuing education autobody classes.

No professional development monies were spent, nor was time charged back against my holidays for these activities. The companies I worked with did not pay wages or benefits to me, but probably did

not amass any great profits from my labor as I was developing new techniques.

The public and trade relations benefits of this type of venture are manifold. Tradesmen, apprentices and shop owners are able to see that instructors from Red Deer College are keeping up-to-date with the trade by working in the trade, not merely by reading and attending seminars.

I strongly recommend that others pursue similar opportunities in their fields.

COMPETENCY BASED EDUCATION WORKSHOP - Don Dixon (Carpentry)

During the week of June 23-25 a three day competency based education (C.B.E.) workshop was held in the trades wing. Heading the workshop was Dr. Bill Blank, professor of Adult and Vocational Education at the University of South Florida. Dr. Blank is recognized as an expert in the field of C.B.E. and has had extensive experience assisting technical educators in the development and implementation of competency based programs both in the U.S. and Canada as well as abroad.

The decision to invite Dr. Blank to Red Deer College was based on two important factors.

- 1) Need (The trades division has been asked by the Department of Advanced Education to pilot C.B.E. programs in several trades. Carpentry is presently the spearhead of this trial), and
2. Funding (The CWPDC Committee had earmarked a substantial amount of money for "in house" program of special interest to instructors, so funding was in place.)

Workshop goals were also twofold.

1. To present the C.B.E. theory in a professional and realistic light helping to dispel the myths and misinformation being propagated by the skeptical thus bringing the unknown into better focus, and
2. To give encouragement and new viewpoints and teaching ideas to those already involved in the C.B.E. program here at the College.

Dr. Blank did a commendable job on both counts, resulting in a very positive attitude

towards the C.B.E. concept and potential by the 30+ instructors attending the workshop. A surprise to many was the versatility of C.B.E. to be used in many diverse educational areas such as nursing, pharmacy and mathematics as well as with technical and trades training.

Feedback on the workshop was positive in the "Very Good" to "Excellent" range with many instructors indicating a desire to implement some C.B.E. ideas into current methodology. According to one participant "I think C.B.E. will provide the extra flexibility that will result in better retention and better learning."

Due largely to the success of this workshop, the Technical Training Division Professional Development Committee is planning another in-house session during the coming year.

ADULT EDUCATION SPECIAL INTEREST GROUPS MEETS

The first meeting of the Adult Education Special Interest Group took place on September 23. A dozen interested participants representing various divisions across the College discussed objectives and activities for the year. The next meeting will take place on October 22 at 7:00 p.m. in Room 921B. On the agenda will be discussion of a paper prepared by Diane Tyler entitled "Meeting Adult Learner Needs".

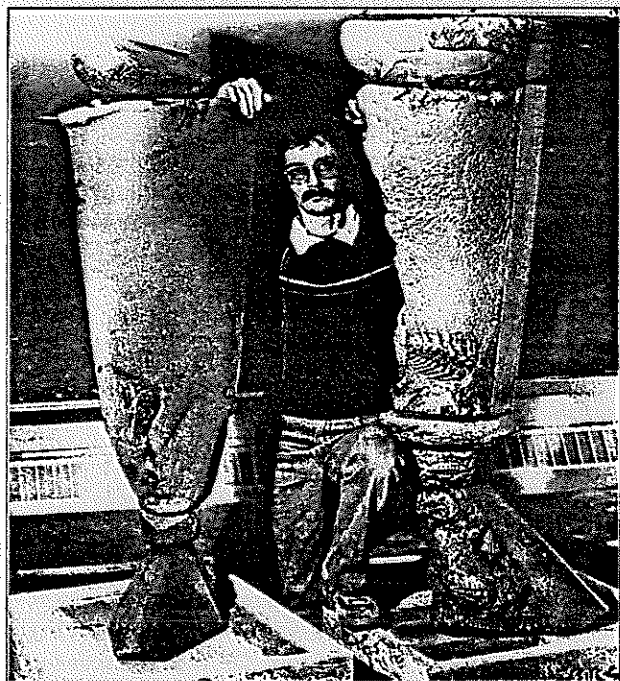
CWPDC MEMBERSHIP 1986/87

John Tobias - Chairman of CWPDC
 Donna Allan - Vice-President Academic
 Malcolm Read - Arts and Education
 Jennifer Young - Health and Science
 Jim Westergard - Visual and Performing Arts
 Carol Neufeld - General and Developmental Studies
 Brad Hemstreet - Technical Training
 Donna Snell - Educational Resources/Student Services
 Paul Molgat (for Ian Reid until January) - Business

"In literature as in love, we are astounded at what is chosen by others."

- Andre Maurois

UNTEACHING STUDENTS OF CLAY - by Susan Mayse
(reprinted from Alberta Culture, *Visual Arts Newsletter*, Volume 8, Number 4, Issue 36, August 1986)



Chuck Wissinger framed by two of his works. "The art is about Alberta."

Romantic dumb ideas about being an artist are definitely out. No cowboying around. No hoarding information. No slacking off.

Once students in Red Deer College's ceramics program have the house rules straight, the rest is up to them.

"I deal with this just as though they were studying to be a doctor or lawyer," says Chuck Wissinger, teacher of ceramics and sundry other art courses at Red Deer.

"I make sure there are no punches pulled about things in the real world. They don't walk out of here starry-eyed, so the great steel door clangs shut behind them and they're out there with a piece of paper that wouldn't buy them a cup of coffee."

A name for excellence is steadily growing around the rigorous but stimulating two-year program. Red Deer consistently produces students whose exhibited work stands up well beside work by university clay students, and is distinctive into the bargain.

"That's recognized by the other institutions as well," says John MacGregor, owner of Calgary's Culpepper Pottery. "They're pretty highly regarded. They're the equal of anything. They just tend to be a little more risk-taking in what they do. And the variety of work is excellent."

Quality comes first at Red Deer, MacGregor says, in both functional and art pieces. Students are forced to consider, "Are you thinking about it? Are you committed to it? The point is not whether it's a functional piece or a studio piece - it's the quality."

Red Deer has been offering clay courses since its embryonic efforts of 1972. Wissinger joined the college in 1974, and began to develop the program. The college decided early against offering a ceramics major, instead encouraging students to develop their ceramics skills and philosophy on a broad base of other art courses. This fall the program goes one step further to offer an optional third year.

"For years now we've had people coming in with an ever-increasing demand for experience beyond the two years," says Wissinger, "and we have local people who don't want to go off to university."

Because he finds most high school ceramics programs second-rate, "We can spend the first year unteaching them."

Wissinger is also unenthusiastic about many university ceramics programs, which he feels regard clay as a pursuit not to be compared to the manly art of metal-bending. They think "clay is a piddly art."

Would-be students face few obstacles getting into the program. "We don't make snap judgments. We let almost anyone in there," says Wissinger. "All we want to do is see if they have any visual sense at all."

Once they're in, though, they'd better hustle. It's hard work being a pro in the arts, and the hard work starts right here and now. First-year students have few choices. They study art history, drawing, design, and English.

In the second year, they're plunged into three or four studio courses, with optional liberal arts courses. The new third year will rest even more

heavily on studio work.

"They come out of our program knowing what they want."

After that? "I don't really recommend they go straight out to studio work. I don't think they know enough. I like to see them go on to university, preferably outside Alberta."

Last year he accompanied 35 students on a whirlwind trip to New York. Many paid their way by strong sales of their work. "New York is the undisputed centre of contemporary art in the world and you have to see it to see if your own conclusions are valid."

Wissinger takes an all-around approach to teaching. He's as concerned about students' state of mind as he is about their quality of work. "It's a very close community, very close-knit, and we can help people with their personal hassles. It's a very intimate setting."

And they must be able to work together co-operatively, supporting and encouraging each other. There's no place for jealousies or prima donnas, for information hoarders, or for studio slobbers. "My personal feeling is that if the group tenor is positive it's beneficial. If it's caustic - if people are cowboying about - I don't tolerate that."

A drill sergeant to first-year students, a facilitator to second-year students: that's Wissinger's self-description. He took his MFA in ceramics at the University of Ohio, with studies in photography, cinema and environmental resources.

Artistic intent and philosophy are integral to a career in clay or any other art medium, he believes. He put students through seven steps to bring them from a general awareness of creativity to the specific last step of making an object in clay.

Start to finish, Wissinger emphasizes the real world that faces working artists: tough, competitive, demanding of professionalism. "I do a lot of real-life stuff," he says, including getting students to put together polished portfolios, resumés, presentations and even grant applications. "If they don't want to do it, they can go somewhere else. I've got students beating the door down."

Red Deer students' work has acquired a reputation not only for excellence but for its distinctive appearance.

"An awful lot of their work tends to be very closely tied to the environment they're in," says Dave Settles, owner of Ceramics Canada in Calgary. "I think he challenges them to go to the environment for their ideas. A lot of the badlands shows up."

"One of the toughest jobs in my teaching is to get these people to realize they're not transplants from Southern California," Wissinger says. "The art is about Alberta. It's about here." His own work strongly reflects the badlands landscape, and he thinks students pick the idea up from him.

"What they're not doing is regurgitating trendy things. They're going to their own environment. It seems to be very definitely Red Deer," says Settles. Recently he was able to pick out students' work in a national exhibition. "The minute you walked in you could identify the Red Deer pieces."

Last year Settles's recreational ceramics students and Wissinger's academic ceramics students put together a joint show that appeared in a Calgary library and the Red Deer museum. Settles thinks it's the first show of its kind ever, at least in Alberta. The instructors decided not to tell visitors which work was which; no one could distinguish technically or artistically.

"All that stuff is baloney," says Wissinger. "I believe in cross-referencing between as many groups of people as possible. If kids want to come in off the street and do it, that's fine." As long as they work hard.

"He really is insistent on people pushing themselves to the limit," says MacGregor. "He's not prepared to accept the pat or normal way of doing things."

"I think my real job there is to be the spark plug. Keep them fired up, keep it exciting, keep them on edge a lot," says Wissinger. "And we have fun. I believe you should have fun doing this."

Student Goals

Is Chuck Wissinger a drill sergeant, or a

guide for the middle way? Does it matter? Here (paraphrased) are the seven goals he sets his students:

1. develop insight into what creativity means, on an individual or matrix basis.
2. begin to grasp where ceramics fits into art
3. develop the ability to make an objective judgement
4. come to grips with yourselves; come to realize strengths and weaknesses
5. develop a sense of group dynamics
6. understand the studio: how it works, how to use and maintain equipment, social responsibility (how not to rain on someone else's parade by being a slob"
7. make something out of clay.

GROUP IN SUPPORT OF EXCELLENCE - a synopsis of the October 9 meeting, by Doug Swanson (Rehab.)

The Group In Support of Excellence began last year as an informal group which wanted to generate activities within Red Deer College which promoted and facilitated recognition of excellence.

A review of 1985/86 Included:

- a. Discussion of the student achiever breakfast. Bev Greene will initiate nominations for the next breakfast to be held in late November.
- b. Bev Greene has a display case near the Bookstore and faculty are encouraged to submit items such as student works for display.
- c. The results of last year's "Hour for Excellence" will be published in a forthcoming issue of the Bricklayer.

Ideas/Plans for 1986/87:

- The Writing/Research Support Group discussed recognizing faculty and staff through the acquisition of their publications to be shelved in the Red Deer College collection and to promote authorship and excellence through two displays in the LRC yearly. Doug Swanson will pursue this matter with Joanne Bucklee.
- It was agreed that student works of excellence also be acquired for the LRC. The process and mechanism for doing so will be discussed at the next meeting.

- Faculty and Staff Recognition: parallel to the student achiever breakfast it was felt necessary to recognize staff and faculty. A variety of ideas were presented and will be reviewed at the next meeting.

While no definition has been given to "excellence" the general opinion is that excellence can be translated into innovation, creativity, conviction, commitment, and entrepreneurial spirit.

Next Meeting: Thursday, November 27, 1986
4:00 p.m.
Lacombe Room

Agenda Items:

- Review of October 9 meeting
- Excellence Discussion - Doug Swanson
- Faculty/Staff Recognition

Bring a Friend

LUNCH BAG SEMINAR

Marketing - A College-wide Commitment

Discussion will include:

- what is marketing
- image/positioning
- marketing mix
- marketing audit

This session will emphasize how everyone in the institution must be involved in marketing.

Seminar Leader: Bev Greene, Community Relations Coordinator

Bev recently won a Michael Luchkovich Scholarship for Career Development which allowed her to engage in variety of research activities related to marketing, particularly in the context of the Community College.

DATE: November 18, 1986
TIME: 12:30 - 1:30 p.m.
ROOM: Lacombe Room

"The eternal mystery of the world is its intelligibility."

- Albert Einstein

DIRECTIONS

A Faculty Development Newsletter
of Red Deer College

Vol. 3 No. 3

November, 1986

LRC TO COLLECT AND SHOWCASE FACULTY AND STUDENT PUBLICATIONS

Last fall the writing and research support group approached the LRC about the possibility of placing faculty and staff publications in its collection. The purpose is to provide recognition of the staff for their work in publication and to promote authorship and excellence.

Unfortunately, it is not possible to segregate these works in the LRC but items will be highlighted in the author catalogue and displays will be provided on a regular basis which will identify faculty and staff publications. We hope that members of the College staff will be willing to provide the LRC with copies of their publications. There are three areas of focus:

1. past publications
2. current and future publications
3. theses and dissertations.

Publications can include periodical articles, which can be provided either in photocopy of off-print form, monographs, pamphlets, theses, or any form of print/non-print publication.

If we start now, we should be able to provide a good display by Open House time in March to show the community what our staff can do. Keep those books and articles and theses coming, folks, to either Paul Boulton in the LRC or Doug Swanson as a member of the writing/research support group.

DIRECTIONS is published by the College-wide Professional Development Committee of Red Deer College. The views expressed in the Newsletter are those of individuals and not necessarily those of the College-wide Professional Development Committee.

Deadline for submission for the December DIRECTIONS is December 1, 1986.

Editor: Ed Kamps

ESSAY WRITING WORKSHOPS

The Learning Assistance Centre is offering workshops on Essay Writing. If you feel your students might benefit from such a workshop, please announce the workshops to your classes. Students can register by dropping into the Learning Assistance Centre (Room 932) or by calling the Centre at 342-3120.

When:

Tuesday/Thursday, November 4, 6, 11, 13
at 12:30-1:30 p.m.

Monday/Wednesday, November 10, 12, 17, 19
at 12:00-1:00 p.m.

"I would have administrators base all their actions on the assumption that they trust their faculty, that their job is to empower their faculty to give the best work they can, that they are not to be watchdogs guarding against faculty slackness or punishing faculty failures but rather alert and skillful nurturers of faculty growth. Such nurturance would require

- (1) administrative openness and accessibility, and
- (2) the creation of incentives directly related to the satisfactions of good teaching and successful research. . . .

It would continually provide new occasions for underused and unsuspected talent to emerge."

- Joan Bennett, quoted in "Those Who Gladly Serve" by K. Eugene Rice in Change July/August, 1986

DIVISIONAL PROFESSIONAL DEVELOPMENT REPORTS

TECHNICAL TRAINING DIVISION - Brad Hemstreet

Professional Development Activities Approved

- Tom Kalls, Concrete Forming Conference (Dallas, Texas), November 18-21, 1986
- Dave Biro, Stainless Steel Welding Seminar (Calgary), November 19, 1986
- Albert Redekopp, Exchange of Program Material with Nova Scotia Institute of Technology, December 16-20, 1986
- Pat Pattison, Adult Education and Alternate Perspectives Seminar (Calgary), October 23, 1986
- Pat Pattison, P.L.C. Product Update Seminar (Red Deer), October 21, 1986
- Albert Redekopp, U. of A. Practicum Course 455A (Lacombe), October 27-December 5, 1986
- Ron Hall, Fundamentals of Welding Technology & Inspection

Department/Divisional Professional Development Activities

The committee is currently reviewing the reporting format used for Professional Development activities. Recommendations for improving the form have been discussed but a new format has not evolved at this time.

It has been decided that there is enough interest in the division to offer a Practical Management Seminar in the Spring. An agreement has been made and the cost of the activity committed.

Individual Recognition

Al Redekopp was nominated into Epsilon Pi Tau, an International honorary professional fraternity for those teachers of outstanding scholastic ability in the teaching specializations of Industrial Arts Education, and/or Industrial Vocational Education and highly selected leaders from industry. Al Redekopp was nominated by faculty members from the University of Alberta's Department of Industrial and Vocational Education. Al is the second Red Deer College faculty member to be selected for this honor. Brad Hemstreet was initiated in 1983.

"He who gains a victory over other men is strong; but he who gains a victory over himself is all powerful."

- Lao-Tse

STUDENT SERVICES/EDUCATIONAL RESOURCES-Donna Snell

Counselling Department Retreat (September 27 & 29)

The objective was to draw up a five-year plan for Departmental activities - what we want the Counselling Department to do, be and become within the next five years. Major goals are listed as follows:

Student Orientations - We feel that orienting students is one of our top priorities. Previous programs have been well received and students find they adjust more quickly to College life.

Annual Brochure for Counselling Department - Activities and services to be published in pamphlet for our Open House in our new location.

Career Days - To be organized regularly for students.

Career Resource Centre - The possibility of providing resources will be researched this year.

Counselling Office Procedures - Changes reviewed to streamline service delivery and meet needs of clients more efficiently. Examples of areas reviewed include: suggestion box, intake forms, computerized program information, evening counselling, community outreach, testing services, technology uses, and presentations.

Individual Professional Development Activities

- Meg Fisher-Olsen will be attending the "National Academic Advising Association" conference in Seattle, Washington in October, 1986
- Dave Hannah will be attending Don Dary's "Management Skills for Supervisors" (the 90-hour, three module program offered through Community Education)
- Donna Snell is pursuing a M.A. in Career Development through J.F. Kennedy University through a field studies program with residency in July.

GENERAL AND DEVELOPMENTAL STUDIES - Carol Neufeld

Individual Professional Development Activities

- Ed Kamps, Myers-Briggs Type Indicator Training Sessions, Naramata, B.C., November 16-20
- Art Gagne, ATA Science Council Conference, Red Deer

- Tom Gwin, Teaching for Thinking Workshop, U of C
- Gerry Paradis, Adult Ed 5559, Program Evaluation In Adult Education, U of A
- Kim Burley, Adult Ed 521, The Psychology of Teaching and Learning of Adults, U of A
- Angela Jeske, "Dealing with the Problem Participant", U of C Workshop

Department/Divisional Professional Development Activities

Ongoing evaluation of Project 50 is underway by Eldon Neufeld.

English 75 Innovative Instruction Project is in progress. T. Gwin coordinating.

VISUAL AND PERFORMING ARTS - Jim Westergard

Individual Professional Activity & Accomplishments

- Ken Mallett, took College Concert Choir to Expo '86 in Vancouver, three performances, July 6-8
- Cheryl Cooney, premiere performance of Piano Dance Suite for "Red Deer Presents", October 27
- Pat Matheson, art work included in a group exhibition titled "Another Roadside Attraction" which will travel Alberta, October 1986 to November 1987
- Dave More, art work included in a book "U.S. or US, What's The Difference, Eh?" by Eric Nicol, October release
- Graham Page, art work purchased by Canada Council, August 1986
- Jim Westergard, art work purchased by Alberta Art Foundation, September 1986 and art work purchased by Canada Council, October 1986
- Chuck Wissinger, exhibition of art work at Gulf Canada Gallery, Calgary, September-October 1986

ARTS AND EDUCATION

A manuscript developed by Larry Preston will be published by Cambridge University Press. The Deys of Cincvad under the Marathas and the British will be published as part of the "Cambridge South Asian Studies" series in 1987.

Caroline Rentz-Golub, instructional skills trainer, recently spoke to a group of Olds College faculty and administrators as well as representatives from the county school system regarding the use of peer consultation and our instructional skills program.

"Teaching Decision-Making with Guided Design"
Dr. Charles Wales, Center for Guided Design,
West Virginia University.

Monday and Tuesday, May 11 and 12, 1987, Red Deer College.

More details to come.

ADULT EDUCATION S.I.G. REPORT - Marilyn MacDonald

The Adult Education Special Interest Group met recently with the primary item of discussion being Diane Tyler's paper "Meeting Adult Learning Needs". The paper was written for presentation to the Strategic Planning Committee to bring attention to problems of adult students at our College.

Suggestions from the group included:

- tracking and monitoring students once they begin a course, particularly in the case of absences.
- providing a child care registry.
- installing a "ride board", providing information for car pooling within the city, especially in the evening after bus service ends.
- extending the hours of operation of the Registrar's office and Bookstore in the evening.
- providing study skills information within the courses students are taking.

Next Meeting: November 18, 1986
7:00 p.m.
Room 908

"We spend our lives somewhere between hope and memory."

- Unknown

"Somehow every organization must make room for inner-directed, obstreperous, creative people, sworn enemies of routine and the status quo, always ready to upset the apple cart by thinking up new and better ways of doing things."

- Admiral Hyman G. Rickover

"...In the old days when only a few people were well educated and "in the know," leadership of the uninformed was likely to be organized in vertical structures of command and control. Leadership of the informed is different: it results in the necessary action only if it is exercised mainly through persuasion and by consulting those who are going to have to do something to make the decision a decision. When people are educated and are not treated this way, they either balk at the decisions made or have to be dragooned by organized misinformation backed by brute force. Examples of both results have been on recent display in Poland.)

In an information-rich polity, the very definition of control changes. Very large numbers of people empowered by knowledge - coming together in parties, unions, factions, lobbies, interest groups, neighborhoods, families, and hundreds of other structures - assert the right or feel the obligation to make policy.

Decision making proceeds not by "recommendations up, orders down," but by the development of a shared sense of direction among those who must form the parade if there is going to be a parade.

Collegial, not command, structures become the more natural basis for organization. Conferencing and "networking," not "command and control," become the mandatory modes for getting things done.

Planning cannot be done by a few leaders, or even the brightest whiz-kids immured in a systems analysis unit or a planning staff. Real-life planning is the dynamic improvisation by the many on a general sense of direction - announced by the few, but only after genuine consultation with those who will have to improvise on it.

More participatory decision making implies a need for much information, widely spread, and much feedback, seriously attended - as in biological processes. Participation and public feedback become conditions precedent to decisions that stick. That means more openness, less secrecy - not as an ideological preference but as a technological imperative. (Secrecy goes out of fashion anyways, because secrets are so hard to keep.)..."

- Harlan Cleveland, "Educating for the Information Society", Change, July-August 1985

EDUCATIONAL TECHNOLOGY COMMITTEE

What is Educational Technology and how does it fit into the present and future of Red Deer College? This is just one possible area for discussion by an Educational Technology Interest/users group.

If you are interested in participating in a group with a focus on Educational Technology - learning, planning, applying - plan to attend the next meeting Monday, November 24, 4:30 p.m., Lacombe Room.

A small group met on November 3 to discuss the desirability, purposes and operating principles of such a committee. Those in attendance were: Peter Slade, Ed Kamps, Con Ferris, Don Haldane, Joanne Bucklee, and Gene Leavitt. Joanne Bucklee was chosen to be the meeting chairman.

Possible purposes discussed for the group are:

- a) to interact with College Affairs Committee on the uses of and directions for Educational Technology at Red Deer College.
- b) to provide leadership in educating members of the college community on the uses of Educational Technology.
- c) to collect and distribute information about, and coordinate efforts on the application of Educational Technology within the institution. Sub-groups of users of a particular technology are a possibility.

Members of the group are collecting information within the institution on users of technology and from other institutions on support for academic uses of technology.

At the next meeting we plan to discuss the recommendations on program and course delivery contained in the Priorities for the Future document Draft 4, how they could be implemented, and the link with this committee.

The recommendations are:

1. to establish College-wide commitment to the exploration and selective use of non-traditional delivery.
2. assess the needs and opportunities for non-traditional delivery in new and existing programs/courses.
3. design, develop, and deliver programs using non-traditional delivery where appropriate.

4. develop resources to support innovation and non-traditional delivery.
5. cooperate with other institutions in the development and implementation of non-traditional delivery.

If you are interested in having some input into how these recommendations can be implemented on a practical level or are interested in the whole area of Educational Technology, please attend the next meeting. If you cannot attend the meeting but are interested in the area, please let Joanne or another member of the group know.

DECEMBER "PACKAGES" (More details on these workshops will be forthcoming).

"On the Road"

Wednesday, December 17, 12:30-1:45, Room 908
(For anyone contemplating travel out of the country, leaves, sabbaticals, etc.)

"Improving Your Design and Instructional Skills by Being Recursive"

Thursday, December 11, 1:00-4:30, Board Room

"Enhancing Adult Motivation to Learn"

Tuesday, December 16, 12:30-1:45, Room 1605

"Introduction to the Myers-Briggs Type Indicator"

Monday, December 15, 9:00-12:00, Room 1605

"Corporate Culture - What Is It"

Friday, December 12, 12:30-1:45, Board Room

"Incorporating Learning Skills Instruction into the Classroom"

Friday, December 19, 9:00-12:00, Room 1605

"Introduction to Appleworks"

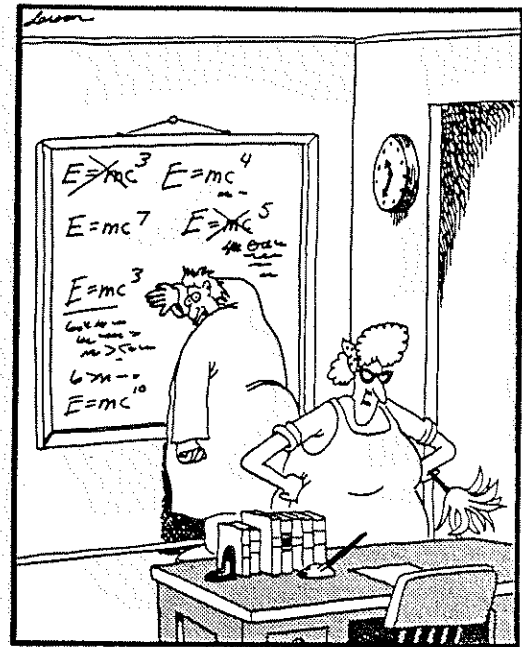
Thursday, December 18, T.B.A., Microcomputer Lab

"Developing and Writing Proposals"

Friday, December 19, 12:30-1:30, Room 1606

"I have tried to be a student of life, learning day by day, year by year. It is calamitous for a man with responsibilities to reach the point where he believes there is nothing more to learn."

- King Hussein of Jordan



"Now that desk looks better. Everything's squared away, yessir, squaaaaared away."

"The first and last task of a leader is to keep hope alive - the hope that we can finally find our way through to a better world - despite the day's bitter disappointment, despite the perplexities of social action, despite our own inertness and shallowness and wavering resolve."

- John Gardner

"We are creators and creatures of ideas - of ideologies - and through them we manipulate others or are ourselves manipulated."

- Roy Macridis, Contemporary Political Ideologies

"Human beings have always employed an enormous amount of clever devices for running away from ourselves ... we can keep ourselves so busy, fill our lives with so many diversions, stuff our head with so much knowledge, involve ourselves with so many people and cover so much ground that we never have time to probe the fearful and wonderful world within ... By middle life, most of us are accomplished fugitives from ourselves."

- John Gardner

UNITED STATES AIR FORCE ACADEMY, COLORADO

This fall, every U.S. Air Force cadet will be required to purchase a Zenith 248 IBM PC AT compatible microcomputer. The academy will provide financial assistance for the purchase, and cadets will be allowed to keep the micros after graduating. Other U.S. institutions, such as Carnegie-Mellon University, have similar computer requirements. It is anticipated that by 1995, students in engineering and other graphic-intensive programs will need a personal computer to complete their course assignments.

UNION COLLEGE, NEBRASKA

Students can now access the college's on-line library catalog from computers in each dormitory room. Students can determine the availability of an item without leaving the warmth of their dorm. A real boon during a Nebraska winter!

SELF-STUDY: AN INSTRUCTIONAL ALTERNATIVE

The following workshops relate to various aspects of self-study - an instructional alternative. Your responses to this questionnaire will be used in planning workshop activities in the coming year. Please return to Ed Kamps.

Name: _____

Phone Number: _____

WORKSHOP	I WOULD LIKE TO ATTEND	PREFERRED	
		MONTH	DAY
1. Overview of Self-Study Course Development - tasks to be completed, workflow and timelines			
2. Print Material Production - content organization, writing, editing, page formatting, and graphics			
3. Introduction to Computer-Managed Learning (CML) - capabilities of CML, test-banking, record keeping, and basic operation			
4. Teleconferencing - advantages of teleconferencing, equipment, and instructional techniques			
5. Multi-Media Options - overview of audio, video, computer-assisted instruction, and interactive video discs for self-study			
6. Tutoring - the role of a tutor and how to deal with students			
7. Managing a Self-Study Program - dealing with the organizational concerns of a multi-entry, independent study course within a traditional institution			

DIRECTIONS

A Faculty Development Newsletter
of Red Deer College

Vol. 3 No. 4

December, 1986

EFFECTIVENESS AND RELATIONSHIPS - excerpts from an interview conducted with Doug Ure, November, 1986

ED: What about our professional development program here. What do you see as strengths and areas we might want to look at, especially as we're moving towards the end of this century...

DOUG: ...I'm absolutely committed to the notion that our effectiveness is a function of our relationships. That's a systems theory principle. That everything in the world is connected to everything else. And in any professional sense, our effectiveness - as a faculty - is a function of the relationship with other constituencies - the students, administration and the Board. The faculty will never be a great faculty unless it commits itself to changing those relationships as a whole. I also think that you could say the very same thing about individuals that the effectiveness of Ed Kamps has got to do with the relationships of the significant people in his life. And if he is going to get better at some he's got to influence those relationships in a different kind of way. ...I think that if you looked at most real evaluations, and it could be at Red Deer College or anyplace, that the things that stick out are relationship things.

...I know there are all kinds of ways that

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Deadline for submission for the January DIRECTIONS is January 2, 1987.

Editor: Ed Kamps

people could grow here. But think of two principles that we've talked about. One of them is to take out the map to the territory - that in order to know how good your ideas are, you have really got to go out there and test them. That's one. And the other principle is that you got to work together. You've got to see if you can find creative ways of working together.

...There's got to be some kind of a way where faculty members here could find themselves working together on projects where they could bring their discipline and take it out into the territory of this community and do it together and I think it would be really exciting. And it might also indicate to them some of the kinds of skills, the areas that they may need to do better.

...But you know everybody knows something around here - like everybody knows that there are a lot of very bright people and very able people at Red Deer College. We all know that. We've all said that. We all sit around and marvel at how we can be so bright and so able and all those good things, and I would agree with that from my experience with the places that I've been in the last five or eight years. There is a very able group of people here. Sometimes I'm concerned that we don't believe our own attributions about ourselves as much as we should or could. I think we need a chance to have our beliefs and competencies valued by others. In other words we need to seek opportunities for confirmation. The kind of development that we have been talking about is related to this notion of being seen and confirmed by others. But I think that group progressively sees itself as being less able. And then we can blame the administration for deskilling us - and some of that's true. But that's a relationship thing again. I mean, the quality of relationship we have with administration perpetuates the deskilling of the faculty and that can't be all

blamed on the administration; it's partly a function of the relationship that exists. There are ways that people in this institution could break out of that...

ED: Any last parting words?

DOUG: ...You know, I just got to finish saying that the effectiveness of people is a function of the quality of relationships that they have had. And I really feel that - this might be a case of mistaken identity - but I think that I've reached a point in my life where I'm able to be fairly effective and the reason that I can do that is because I've got a lot of people around here that looked after me. That helped me and that struggled with me while I attempted to sort of grow up a bit. And it seems funny that I should leave the very minute I get to the point where I'm sort of able to stand on my own but I just have a lot of really good feelings and I can't even express in words how much appreciation I have for the people that helped me.

[In January Doug is leaving the College for a position at the Niagra Institute in Ontario where he will be working with senior management from business, government and labour in the area of leadership development. Congratulations and best wishes to Doug in his new position.]

GROUP IN SUPPORT OF EXCELLENCE - Doug Swanson

The Group in Support of Excellence is continuing to meet monthly. Our last meeting was devoted to the development of a College-wide Recognition Program to compliment the Student Achiever Breakfasts.

Proposed recognition activities include pins, certificates and ceremonies. The following recognition activities were proposed:

1. Student Writer Proficiency - Recognition of student authorship through nomination and review by Red Deer College Press Editorial Board. Yearly binding of all successful submissions.
2. Success Club - Bonus holiday for perfect attendance.
3. Professional Certificate - For advanced degree, publication or elections to professional organizations.

4. President's Award of Excellence - To one faculty, one support staff and one administrator yearly.
5. Dean's Celebrity - To one member of each Division yearly.
6. Grace Taylor Memorial Award - To one support staff for patience, kindness, competence, understanding and humor.
7. Program Achievement Award - To one program in each Division; yearly.
8. Service Awards - For 10, 15, 20, 25 years of service.
9. Student Achievers - Certificate and breakfast for nominated students.

Additional discussion included the recent acquisition of a plaque from Texaco for the engraving of the names of student achievers nominated by the Rehab. Program. Discussion with the Red Deer College Foundation is currently taking place regarding the Texaco sponsorship of plaques for all programs at Red Deer College.

Congratulations and thank you cards are being designed by Bev Greene and will be available in the Bookstore for purchase for use by faculty and staff on an on-going basis.

EDUCATIONAL TECHNOLOGY COMMITTEE

Although attendance at the Educational Technology Committee meeting on Monday, November 24 was low, the group decided to form two user groups:

- 1) a VAX User Group, and
- 2) a Microcomputer User Group.

These groups will meet to discuss areas such as scheduling of labs and classrooms, coordination of equipment/software needs, instructional support needs, methodologies, student access, etc. David Cooper will be getting the VAX User Group together and Lexie Loseth will be initiating the first meeting of the Microcomputer User Group.

"Pile up enough tomorrows and you'll find you've collected nothing but a lot of empty yesterdays. I don't know about you but I'd like to make today worth remembering."

from The Music Man

"We don't inherit the land from our ancestors, we borrow it from our children."

- Unknown

BURNOUT (A MISNOMER)

burn-out

you've seen the results

In the shop on the shelf

row after row of grey empty faces

with nothing happening in the glassy eyes
except

a little surface reflection

burn-out

you know the symptoms ...

a history of dependable service

then suddenly for no reason things go dark

and you're a dead piece of furniture

waiting

to be removed from the living room

burn-out

the psychological repairman said

and shrugged and shook his head

having checked everything

except the cord

which of course was

disconnected

In a word unplugged

and to think

I nearly went to the dump myself

because someone less than a poet

trying to describe a condition

came up with a misleading term

clearly

a case of burn-out demands a second opinion!

and this is mine

find an outlet

and if the cord doesn't reach

move the set

- from Stark Naked in '69 and '79 by Ric
Masten (Sunflower Ink, 1980).

"Every individual, organization or society must mature, but much depends on how this maturing takes place. A society whose maturing consists simply of acquiring more firmly established ways of doing things I headed for the graveyard - even if it learns to do these things with greater and greater skill. In the ever renewing society, what matures is a system or framework within which continuous innovation, renewal and rebirth can occur."

- John Gardner, Self-Renewal

The D.E.N. of Burnout

Stress and Burnout will be discussed with particular attention given to distinguishing between the two issues. Research findings related to organizational systems will be presented. A stress behavioral manifestation - solution model will be presented. Personal strategies will conclude the session.

Doug Swanson - Rehab. Services

Tuesday, January 27, 1987

12:30 - 1:45

Board Room

ENHANCING MOTIVATION - by Tom Gwin (CPP English)

Learning is an activity which sometimes requires great energy and persistent behavior, so the importance of motivation in education is considerable, and educators should possess some skill in encouraging and sustaining motivation. Providing instructors with strategies and a structure to enhance motivation is the objective of a new book by Dr. Raymond Wlodkowski titled Enhancing Adult Motivation to Learn, published by Jossey-Bass.

There are at least three broad views of motivation. There is the drive theory, in which the organism strives to reduce some biological need (such as food and water) or to attain some satisfaction; the behaviorist view, which postulates that any behavior which is reinforced as Carl Rogers, who feel that man seeks to continually grow and more along the path to self-actualization. This view assumes that each person is self-motivating, and the learning situation, along with the learner-collaborator relationships, should be such that the learner's inherent motivation is unleashed. The humanist view has some commonalities with the drive theory in that self-actualization is seen as a drive powering the search for growth and change.

These three broad views of motivation imply that learning situations can be structured to employ a variety of techniques to stimulate and sustain learner motivation, and it is this idea that Wlodkowski draws upon in his book. Wlodkowski

breaks the learning process into three "critical periods". Each period has two major factors around which motivational strategies may be grouped. His three critical periods are Aristotle's "beginning, middle, and end, but the two factors for each period are intriguing.

The beginning stage contains the two factors of attitudes and needs. Given that attitudes shape the way learning material is viewed, they have significant impact on the success of a learning experience, and since adult learning is primarily problem-centered and purposeful, meeting the adult learner's needs is a strong motivator. The consideration of attitudes extends beyond the content of the learning situation to include the attitude toward the learning environment, the instructor, and the self as well as the subject matter. Strategies to influence attitudes at all these levels are provided, and extend to strategies for meeting learner needs at each of the five levels of Maslow's hierarchy.

In the middle period of the learning process, the two factors of stimulation and affect come into play. Stimulation is simply providing sufficient variety, novelty, or challenge to pique curiosity or sustain interest in the learning task, and affect concerns the way the learner feels while learning. Stimulation prevents boredom and maintains interest, while a positive frame of mind or receptivity to learning will facilitate learning.

The ending period of the learning process is just as important as the other two, for in this stage the competence of the learner becomes evident, and the value of the learning reinforced. The two factors of competence and reinforcement positively enhance the learner's self-concept and strengthen the belief that what has been learned is worthwhile. Both factors will encourage the learner to attempt further learning activities and integrate the new skills or knowledge into his or her lifestyle.

For each stage of the process, Wlodkowski cites specific strategies which can be employed to enhance motivation, and recommends that the adult educator consciously structure a "motivation plan" employing the appropriate motivational strategy for the particular group and subject matter. If an instructor were to attend to the methods by which motivation is encouraged, along with the

subject matter of the course, learners would be more alert and involved in their learning, and consequently will learn more easily, or at least be more willing to expend the effort to learn.

Wlodkowski's book includes 68 motivational strategies keyed to the particular aspect of motivation the instructor may wish to enhance at each of the three "critical periods" of the learning process. Each strategy is explained at length, and according to the author, has proven to work in classroom application. Examples of motivational plans are presented in the text to help the reader formulate his or her own motivational plan.

Written in a relaxed, informal style, Enhancing Adult Motivation to Learn is a concise, useful reference for instructors seeking ways to improve lessons and engage students in learning.

"Unfortunately, the underprepared student is just about every student who enters a community college these days. In general, these students have poor computational skills, limited vocabularies, and short attention spans. They don't know how to take notes or answer essay questions. Some have never read a book. They suffer from what E.D. Hirsch calls "cultural illiteracy." In short, they are emotionally and academically underprepared for college. For us to be able to begin to remedy that situation, a course designed to help students develop study skills must become one of the course requirements at community colleges.

On the other side, instructors need to be prepared for the learning deficiencies they will encounter and be equipped with strategies to deal with them. Intensive workshops in such areas as learning styles, writing across the curriculum, collaborative learning, and cognitive development would give them some ideas about how to teach their students. Until such professional development becomes a standard feature, the preparation gap will continue to hamper their work."

- from the Chronicle of Higher Education, September 10, 1986

P.D. IN THE L.R.C. - Mary Lou Armstrong

Many instructors are probably not aware that materials received in the L.R.C. related to instructional skills, evaluation, study leaves and so on, receive special treatment for quick identification. Six or seven years ago, a subject heading, PROFESSIONAL DEVELOPMENT (RED DEER COLLEGE COLLECTION) was created, and assigned to all materials deemed to be of interest to Red Deer College faculty or administration seeking personal or professional enrichment.

There are now 264 titles in the collection; all may be accessed simply by looking in the subject file of the card catalogue. To give you an idea of the range of titles, some recent (1983-) acquisitions are listed below:

Administration

Changing Practices in Faculty Evaluation (LB2333.437 1984)

Faculty Freedoms and Institutional Accountability (LB1028.A67 1984/5)

Increasing Student Retention (LC148.1385 1985)

Managing Faculty Disputes (LB2335.885.U6 M32 1984)

Renewing the American Community College (LB2328.D37 1985)

Instruction

Andragogy in Action (LC5215.A53 1984)

Competency-based Education and Life-long Learning (LB1031.G57 1983)

Mastering the Techniques of Teaching (LB2331.L68 1984)

Synergy: A New Strategy for Educational Training and Development (LB1051.M7365 1984)

Personal and Professional Development

Designing Careers (HF5381.D4533 1984)

Improving Undergraduate Education Through Faculty Development (LB2331.73.M6 E24 1985)

Paid Educational Leave (HD5257.2.C2 C363 1983)

Successful Dissertations and Theses (LB 2369.M32 1983)

Workload

Burnout: the New Academic Disease (LB1025.A67 1983/9)

Faculty Workload: Research, Theory and Interpretation (LB1028.A67 1984/10)

Next Month: The Faculty Professional Development Carrel

ADULT EDUCATION S.I.G. - Kim Burley, CPP Biology

The Adult Education special interest group had its third meeting of the semester recently with the main agenda item consisting of ways of developing student learning skills. Barb Ruhl (Chemistry) presented a number of ideas regarding listening, note-taking and teaching/learning methods. Other points of discussion included team teaching, study groups, and peer teaching. In other news:

- Diane Cameron is now Tutor-aide at the Adult learning Centre.
- David Thompson is coordinating the literacy classes, volunteer tutors for the literacy program, and tutors for the English as a Second Language (ESL) program.

Next Meeting: T.B.A.

LUNCH BAG SEMINAR"Sophisticating our Academic Advising"

- an examination of processes and procedures that can be used in academic advising.
- a comparison of U.S. and Canadian approaches to academic advising
- an idea sharing focus.

This session will be of particular interest to anyone engaged in academic advising.

Meg Fisher-Olsen, Counselling Center

Tuesday, January 13, 1987

12:30 - 1:45

Room 1505

"Take a chance! All of life is a chance - the man who goes furthest is generally the one who is willing to do and dare. The 'sure thing' boat never gets far from shore."

- Dale Carnegie

FROM THE DIVISIONAL COMMITTEES

- A. VISUAL AND PERFORMING ARTS - J. Westergard
Individual Funding Requests Approved
 Art & Design - Chuck Wissinger/Photographing of Art Work for Publicity and Documentation
Individual Professional Activity and Accomplishments
 Art and Design - Jim Westergard/Art work accepted in "International Exhibition of Miniature Art", Del Bello Gallery, Toronto
 Art and Design - Chuck Wissinger/Art Work included in group exhibition, "Monumental Clay", Beaver House Gallery, Edmonton (Nov-Dec)/Visiting Artist at Univ. of Regina and Univ. of Manitoba
 Music - Cheryl Cooney/Choreographed Premier of Dance Suite for "Celebration of Canadian Music" concert (Choreography by Lucinda Neufeld) at the Arts Centre, Red Deer (24 Nov'86)
- B. HEALTH AND SCIENCE - J. Young
Individual Funding Requests
 Nursing - Judy Weir/Validation Therapy
 Nursing - Dearla Bakke, Judy Dussault, Coralea Forbes, Francis Labossiere, Denise Hycha, Annabelle Watson, Cathy Michalenko/Nursing Process Making it Work workshop
 B.Sc. & Tech. - Linda Barritt/Canadian Society of Microbiology conference
 Pharm. Tech. - Rock Folkman/Summer Institute on Adult and Community Education, U of C/ Organizational Development in Education teleconferencing course, U of C
 Nursing - Coralea Forbes/Item Writing Training Session - Canadian Nurses Association workshop
 Nursing - Irene Gataint/Management workshop for Supervisors in the Health Care setting/Preparing for the Future-Nurses as Corporate Executives workshop
 B.Sc. and Tech. - Ved Madan/Membership - American Mathematical Society
 B.Sc. and Tech. - Nancy McInerney/Membership - Canadian Institute of Food Science and Technology
 B.Sc. and Tech. - Rick Stonehouse/AHS Canlab Trade Show
 B.Sc. and Tech. - Will Marchuk/Geography 230 Field Course (Island of Hawaii)
 B.Sc. and Tech. - Andy Schmidt/Technical Seminar on Enhanced Oil Recovery (Petroleum Recovery Institute)
 Nursing - Janiece Wiberg/Completion of Master's Thesis: U of A Adult & Continuing Ed.
 Nursing - Jennifer Young/Symposium: Prevention

of Mental Health Problems (selected sessions: Mental Health Problems in Native People and Suicide Prevention Programs in Edmonton Schools)

- C. BUSINESS - P. Molgat
Individual Funding Requests
 Paul Molgat and Aron Martens/Membership Fees for Certified General Accountant
 Don Dary/National Conference on Management Development, November 23-26
 Linda Engh, Ethel VandenBrink and VI Honert/ABEA Conference
 David Cooper/Membership Fees British Computer Society
 Ken Hammer/Alberta Parks and Recreation Conference, October 9-12 in Banff
- D. TECHNICAL TRAINING - B. Hemstreet
 Carpentry - Tom Kalls/recently elected to the Board of Directors of the Red Deer Home Builders Association

"Life is tumultous - an endless losing and regaining of balance, a continuous struggle, never and assured victory."

- John Gardner

"You don't have to like and admire your boss, nor do you have to hate him. You do have to manage him, however, so that he becomes your resource for achievement, accomplishment, and ... personal success as well".

- Peter Drucker

"If you cannot in the long run tell everyone what you have been doing then your doing has been worthless."

- Erwin Schrodinger

"The tragedy of life is not death, rather, it is what we allow to die within use while we live."

- Norman Cousins

DIRECTIONS

A Faculty Development Newsletter
of Red Deer College

Vol. 3 No. 5

January, 1987

INNOVATIVE PROJECTS APPROVED

Two innovative projects were approved at the November 27 meeting of the CWPDC:

A. Computer Managed Learning - Mathematics

(excerpts from a proposal submitted by Gerry Paradis, Chairman, College Preparatory Program)

This proposal involves the CPP Math Curriculum Group and all levels of CPP Math. So far, the College Prep. Program has implemented the Computer Managed Learning (CML) delivery system for Math 75 and Math 85. Roughly half of the CPP Math students at these levels are involved in this program. The College-wide Professional Development Committee supported this project by providing workload release for Lloyd Graff during the implementation of the project. The next phase of development includes the completion of materials and creation of new materials for the Math 130 curriculum. At present, approximately half the courseware is in place for this course. The project also includes revising the existing courseware for Math 75 and 85 to improve the quality of the print materials that accompany the computer software...

Expected Outcomes and Benefits:

The evaluation of the initial CML project was reported to the College-wide Professional Development Committee in June of 1986. [A copy of this evaluation is contained in the CWPDC year end report.] That report showed that students learned

DIRECTIONS is published by the College-wide Professional Development Committee of Red Deer College. The views expressed in the Newsletter are those of individuals and not necessarily those of the College-wide Professional Development Committee.

Deadline for submission for the February DIRECTIONS is February 4, 1987.

Editor: Ed Kamps

at least as well as those in the traditional approach and that there seemed to be indications of better achievement with the CML approach. The more impressive benefits, however, are being realized in the longitudinal assessment of student performance. Over the past three terms students have been able to proceed through Math 75 and 85 at an accelerated pace. This term, for example, a few students are likely to finish both courses in one term. On the other hand, some students have proceeded at a slower pace and will accomplish Math 75, for example, over two terms. By adding Math 130 to the system, the following benefits may eventually be realized:

1. Providing students with a consistent delivery method for all three levels of CPP Math.
2. Providing course materials for possible inclusion in a self-paced review (remedial) program for first year UT Math students.
3. Providing course materials of a remedial, self instructional nature to specifically meet the math requirements of Chemistry (CPP or UT) and Physics (CPP, UT).
4. Permitting the continuous entry/exit model of self-paced instruction should the CPP Department choose to include this option in the future.
5. Providing standardization of curriculum for off-campus locations assuming that the College would place terminals and modems in these locations.
6. Providing a cost-effective method of instruction for small classes in remote locations.
7. Designing a self-paced, individualized remedial/review course in Math through continuing education. This course would operate in evenings on a drop-in basis that would prepare students to enter Math 130 or UT Math even though they have been out of school for several years.
8. Meeting the demands of many students presently requesting CML Math 130. (At least five requests per week).
9. Increasing the skill and knowledge base of the faculty member involved thus providing a

College resource for use in other innovative projects in CML.

Rationale for the Project:

It has been the experience of the CPP Department that the student body in this program is heterogeneous in ability, motivation, preparation, age, learning style, and academic goals. This heterogeneity has resulted in frustration on the part of instructors and students related to pacing, levels of difficulty, inability to deal with individuals as a result of class size, and so on. It would seem that at least some of these problems can be addressed with the CML approach. Students can progress at their own pace. They can more quickly determine their own level of preparedness and can spend more time on areas which they find difficult. Very adept students can progress quickly and are not held back by arbitrary timelines of an academic establishment. Students who are self motivated and work well independently seem to enjoy this learning style. In addition, since the instructor is freed from assignment and examination, preparation and marking, there is significantly more time to help individual students in a tutorial setting. It is recognized, however, that not all students learn best in this way and thus every effort is made to accommodate the preferences of the student by operating traditional classes of Math parallel to the CML classes.

B. Modular Course Design for Communications 190

Project Designer: Jennifer MacLennan, Communications Department

Under this project one section of the course will consist of a written self-learning package, complete with exercises and assignments, supplemented with bi-weekly lectures and weekly individual consultations with the instructor to provide ongoing support and suggestions to the student who is working on the packages and bringing work-in-progress to each meeting. This course will require fewer lecture hours on an instructor's timetable but a greater time commitment for student consultation. It will also require the student to become more actively involved in his own learning.

The teaching of skills will be done in the context of the student's own work and will occur through individual consultation with the instructor where the students can receive immediate and relevant feedback on assignments currently being developed.

Adult Education Special Interest Group

Next Meeting:

Tuesday, February 10, 1987
7:00 p.m.
Room 908

Agenda:

1. Follow-up on October 22 meeting re: Adult Student Needs
2. Planning for U of A Adult Ed courses at RDC, 1987/88
3. Upcoming Conferences and Workshops
4. Show and Tell
5. Presentation by Catherine Hay, Coordinator of the Job Re-entry Program

MONTHLY DIVISIONAL REPORTS TO THE COLLEGE-WIDE PROFESSIONAL DEVELOPMENT COMMITTEE

TECHNICAL TRAINING DIVISION

Professional Development Activities Approved

Bob Schatz and Mel Hines/Impco Propane Course in California, Nov 1986

Bob Schatz, Dale Thomas and Mel Hines/Gasoline Injection Systems Seminar in Edmonton, Nov 1986

Pat Pattison/North West Adult Education Conference in Montana, March 1987/Two Adult Education Courses approved for May/June 1987 at the U of C

Dave Arb and Nolan Leavitt/Kansas Jack (Lazer Frame Repair) School in Kansas in January 1987

Bob Blackett/3500 Series Caterpillar Engine Service Seminar in Edmonton/Detroit Diesel

Electronic Fuel Systems Seminar in Calgary

Terry Card/Ed. Psych 501 through the U of C, January to April 1987

GENERAL AND DEVELOPMENTAL STUDIES

Individual Funding Request Approved

Pam Clarke/"The Relevance of Psychosynthesis to Adult Education", U of A Extension

BUSINESS

Linda Engh/Is a Director of the Business Education Council of the Alberta Teacher's Association

"The obscure we eventually see. The completely obvious, it seems, takes longer."

- Edward R. Murrow

THE GROUP IN SUPPORT OF EXCELLENCE

Next Meeting:

Tuesday, February 10, 1987

12:30 - 2:00 p.m.

Room 1504

Agenda:

1. Student Achiever Breakfast
2. Faculty and Staff Recognition Program

"I consider myself to be most fortunate to be paid to do a job that I love. There is a metaphor that I think expresses my life as a teaching professor - it is the Fiddler of Dooney. "When I play on my fiddle in Dooney, Folk dance like a wave of the sea." In my metaphor the teacher is a fiddler whose music makes his listeners' minds begin to dance. The teacher's fiddle is not only his knowledge of his subject matter but also his knowledge of his students - of what they already know, what they like, or hate or fear, of their hopes and longings, their experiences. When he uses this knowledge in his illustrations, narrations, definitions and analyses, he plays his fiddle, and they begin to dance.

I think the image of students dancing is apt because I think a teacher should assist us to be active participants in the life of the mind. The key to good teaching is to involve students, to make them participants not spectators. This does not necessarily mean that the student must speak in class, answer questions or offer his opinion. These things can be useful, but in a large class it isn't possible for every student to speak during each class. And, while a student may be interested and involved when he himself is speaking, he is not necessarily so when another student is speaking. A student can be an active participant in a lecture class if the lecturer suits his mind racing. The great teachers are motivators - they make us move."

- Judith A. Best in "Those Who Gladly Serve", by R. Eugene Rice in Change, July/August, 1986

MARK YOUR MAY CALENDAR NOW

(More details later)

- May 4- 8 Facilitator Training Workshop based on the Instructional Skills Program
- May 7 Marking Essays and Research Papers
- May 11-12 Guided Design: An Approach to Decision-Making and Instructional Development - Dr. Charles Wales, University of West Virginia
- May 20 Incorporating Learning Skills Into the Classroom
- May 25-26 "Thinking and Writing Across the Curriculum"- Joanne Kurfiss, Weber State College, Utah
- May 28-30 Alberta College-Institute Faculties Association Conference: "Education in Changing Times", Medicine Hat
- June 1- 4 ACCC Annual Conference: "Entrepreneurship and Education", Hamilton
- June 2 Thinking Skills - a teleconference with Edward DeBono

Other workshops coming up:

- Questioning Techniques in the Classroom
- Orienteering for Neophytes and Doyens
- Adult Student Needs
- Computer Managed Learning
- Producing Effective Overheads
- Computers and Productivity
- How to Prepare Learning Objectives
- Mentoring
- Myers-Briggs Type Indicator
- Peer Observation Techniques

"We need a myth to live by, to bind us together in a civilization, to give us a morality, a set of values and concerns to share."

- Paul Saltman

"I'd rather know some of the questions than all of the answers."

- James Thurber

P.D. IN THE LRC: THE PROFESSIONAL DEVELOPMENT CARREL - Mary Lou Armstrong

At the near end of the "L" section on the second floor of the LRC is a study carrel containing a number of books and pamphlets. The bulk of the collection housed in the carrel is supplied by the Phi Delta Kappa Educational Foundation, and designated by them as the "George H. Reavis Reading Area". To date, this collection consists of a dozen monographs - mostly concerning the philosophy of education - and 240 Phi Delta Kappa Fastbacks, a series of small, short (about 50 pages), single-topic booklets on a wide variety of subjects. A title, author and subject index to the Fastbacks, updated annually, accompanies the series.

The Prentice-Hall Teacher Competency Development System, a sequence of 26 booklets covering every facet of teaching from writing objectives to testing results, and a pamphlet box containing brochures and pamphlets of current p.d. interest, are also kept in the carrel.

The LRC Professional Development Carrel was set up in order to provide instructors with a convenient browsing area separate from, but close to, other materials on education. All materials are borrowable as well as browsable.

To give you an idea of the range of subjects, here's a sampling of Fastback titles:

The Case for Competency-Based Education (#118)
The Computer in the School (#58)
Grievance Arbitration in Education (#223)
How to Individualize Learning (#100)

Learning Systems for the Future (#9)
Library Research Strategies for Educators (#192)
Publish: Don't Perish (#23)
Students Teach Students (#65)
What Educators Should Know about Copyright (#233)
Writing to Learn Across the Curriculum (#209)

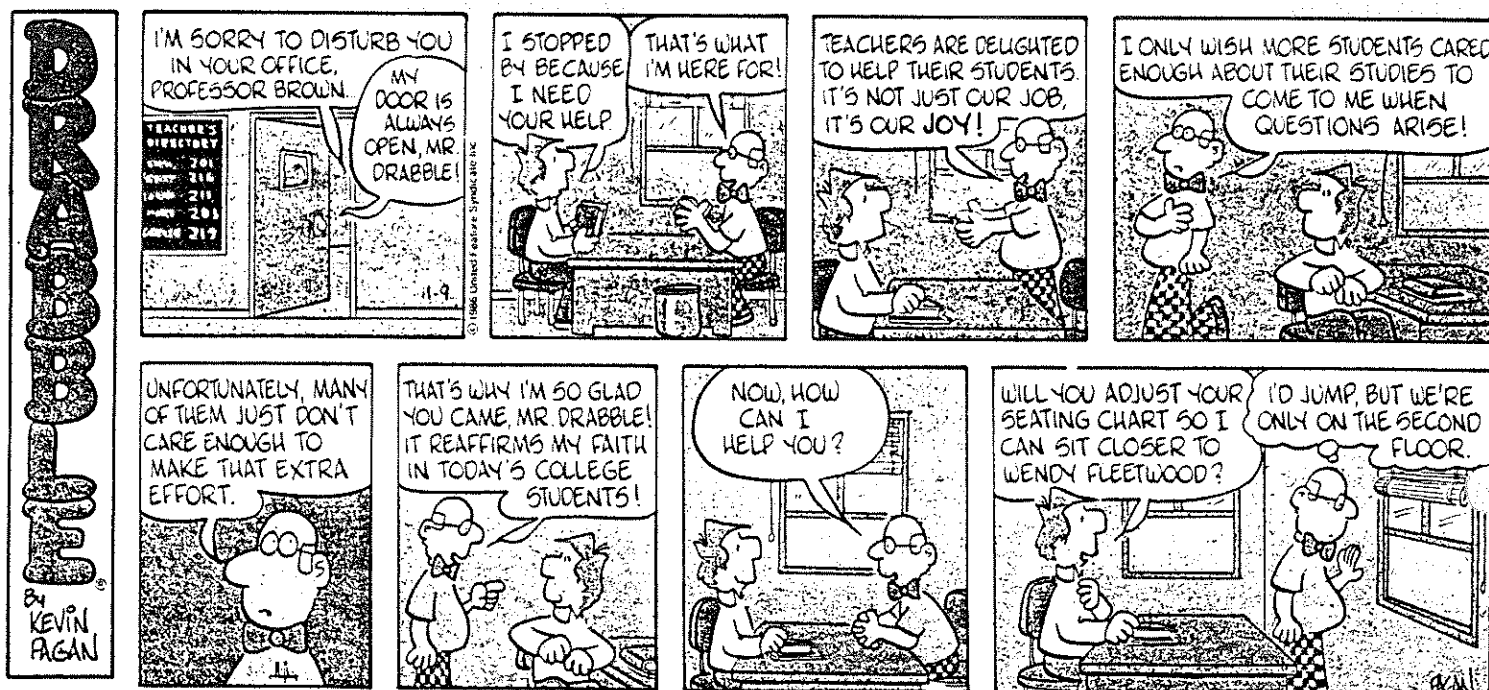
PRECEPTORSHIP ARTICLE BRINGS QUERIES

"Preceptorship: It Really Works!" an article by Mary Gardiner and Linda Martin (Nursing), published by Innovation Abstracts last fall, has resulted in more than a dozen queries from all over North America. While most of the inquiries were from schools of Nursing, interest was expressed for other purposes as well, including the use of preceptorship in a training model in a rehabilitation centre as well its potential for new employee orientation programs.

Mary and Linda are presently preparing a proposal for the 1987 Second International Conference: "Mentoring, Coaching, Supervising, Career Counselling and Networking: Five Ways to Aid Personal, Professional, and Career Development" to be held in Vancouver in July.

[Note to faculty interested in the concept of mentoring:

1. a workshop is planned for May to discuss the concept of mentoring, its roots in Adult Development literature, and how it is being applied in a wide variety of organizations
2. a newsletter and the International Journal of Mentoring are available from Ed Kamps.]



Evaluations and the IDEA

For those faculty who have used or are planning to use the IDEA evaluations, Brian McDonald is willing to show you how he wrote up his formal evaluation last spring based, in part, on IDEA evaluations. Those interested contact Brian (3277).

RED DEER COLLEGE EMPLOYEE ASSISTANCE PROGRAM - Janice Hazlett, Occupational Health Nurse (Rm 901)

History of the Employee Assistance Program

Health and safety have long been recognized as vital issues in the workplace. For the employee, good health is essential to earning potential as well as job satisfaction and personal well being. For the employer, the health of the work force is strongly related to its productivity and efficiency. Consequently health and safety should be areas of mutual concern between the employee and the employer.

The importance of health/lifestyle problems in the workplace has only recently been recognized. It is now becoming evident that these problems are much more prevalent and have greater impact on the work force than what was previously thought.

However, it is also known that such problems can be detected and treated.

What is the Employee Assistance Program?

It is a program that was established in January, 1984, designed to assist troubled employees. Red Deer College management and staff recognize that health/lifestyle problems can affect job performance and that these types of problems can be remedied.

The program provides an opportunity for all employees to recognize such problems exist, and to become aware of resources, provide easy access to help, and ensure confidentiality in the process.

When Can the Employee Assistance Program be Used?

When an employee feels a problem may influence his/her performance at work.

Some indicators of a health/lifestyle problem may be:

- mood changes
- difficulty getting along with others

- deteriorating job performance
- feelings of inadequacy and inefficiency
- uncomfortable at work
- absenteeism and lateness

How to Implement the Program

Any Red Deer College employee wanting to access the program can contact the Health Nurse.

A supervisor who becomes concerned about an employee's job performance may recommend the program to the employee or refer the employee to the Health Nurse.

Documentation of Performance

The above indicators of health/lifestyle problems need to be documented in order to:

- a) ensure that the evaluation is objective and
- b) provide a basis for communicating concerns to the employee.

Only observable behaviors should be documented and these should be related to standards of work performance (i.e. job description).

Is an Employee Expected to Seek Help?

YES. When a problem repeatedly and continually affects an employee's job performance, that employee is expected to seek treatment as with any other illness.

Who is Involved in the Program?

The employee: who seeks assistance

The supervisor: will advise the employee of the availability of the program, how to use it and the consequences of failure to improve job performance.

The Health Nurse: will assess the problem and work with the employee to locate the resource that can best address the employee's problems.

The Employee Assistance Committee: this is a body which monitors the general operation of the program. The committee has representation from the following groups.

Cathy Michalenko(Seymour)-Faculty
Conah Docherty - CUPE
Roger Dion - Administration

Who Can I Contact for Further Information?

Health Centre
Janice Hazlett, R.N.
342-3268

Introducing "MUG"



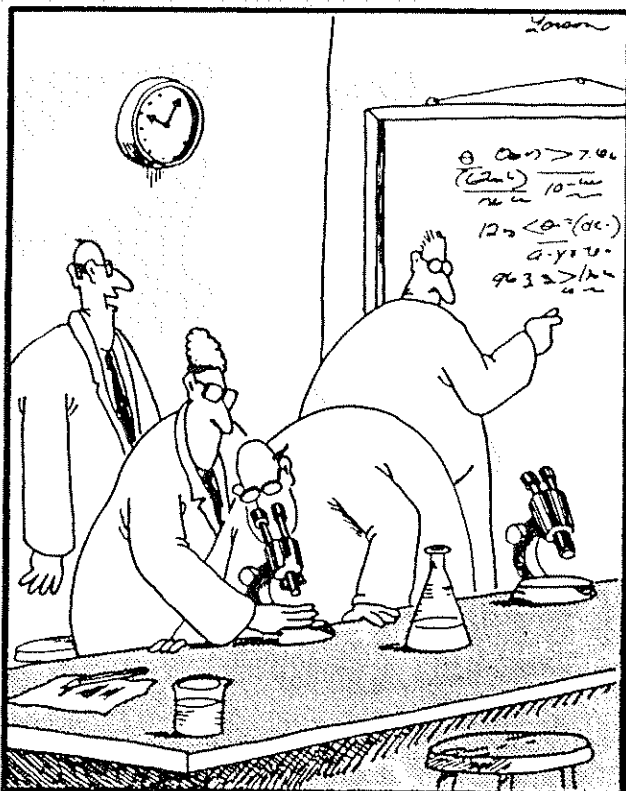
A College Macintosh Computer Users Group (MUG) has just been formed to help Mac users communicate with each other and to bring in outside resource people. If you are interested in joining MUG people phone Brian McDonald (3277) or leave a note in his mailbox.

"The variety and complexity of the tasks performed by institutions of higher education produce an inescapable interdependence among governing boards, administration, faculty, students, and others."

- American Council of Education
statement on governance

"Good management is the art of making difficult things simple, not simple things difficult."

- Anonymous



"Foster! You better get over here if you want to see Johnson's hangnail magnified 500 times."

"To be a successful enterprise, we have to do two apparently contradictory things quite well: We have to stay innovative and creative, but at the same time we have to be tightly controlled about certain aspects of our corporate behavior. But I think that what you have to do about paradox is embrace it. So we have the kind of company where certain things are very loose and other things are very tight. The whole art of management is sorting things into the loose pile or the tight pile and then watching them carefully."

- Mitchell Kapor, CEO, Lotus
Development Corporation; Boston
Globe, 1/27/85

"Imagination was given to man to compensate him for what he is not. A sense of humor was provided to console him for what he is."

- Horace Walpole

"There's as much risk in doing nothing as in doing something."

- Trammell Crow

"The human mind likes a strange idea as little as the body likes a strange protein and resists it with a similar energy."

- W.I. Beveridge

"The basic difference between an ordinary man and a warrior is that a warrior takes everything as a challenge while an ordinary man takes everything as a blessing or a curse."

- Carlos Castaneda

"Either you let your life slip away by not doing the things you want to do, or you get up and do them."

- Unknown

DIRECTIONS

A Faculty Development Newsletter
of Red Deer College

SPECIAL ISSUE

Learning Disabilities

Prepared by:

Glynis Wilson-Boulton, Learning Assistance Centre

Try to read what a
dyslexic reader sees:

GOOD TALK! GOOD TALK! GOOD
CLUB! If you are reading these
words, it is probably because you
don't a long time, and you want
to make sure you are
doing a good job! So let
yourself a good night's sleep.

This paragraph, adapted from the 1979 book *Feeling Free*, illustrates for teachers how
dyslexic children see printed words—letters are jumbled, backwards, upside down.
Solution on page 6.

DIRECTIONS is published by the College-wide
Professional Development Committee of Red Deer
College. The views expressed in the Newsletter
are those of individuals and not necessarily those
of the College-wide Professional Development
Committee.

Deadline for submission for the March
DIRECTIONS is March 2, 1987.

Editor: Ed Kamps

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THE PRICE OF FAILING

About 15 percent of the adult population, despite having average or above average intelligence, are unable to use their full potential to learn new skills and knowledge. They have difficulty with reading, or retention, or visualizing, or organizing, or applying, or with co-ordinating hand and eye. Many have difficulty with several of these tasks. Their learning problems are not caused by lack of motivation, yet the problems are so frustrating as to cause these people even further doubt about their ability to learn. Often they will find ways to hide their mysterious disabilities from others, even from those who might help them. - Discussion Paper for the B.C. Ministry of Education, "A Design for Learning for Adults With Learning Disabilities."

The experts agree that learning disabilities are complex and often misunderstood. Instructors dealing with learning disabled students are also often perplexed as to how to deal effectively with this segment of the student population. This issue of DIRECTIONS does not pretend to provide many answers. It is, instead, a beginning. We can provide some information and a few suggestions. We can also suggest that Red Deer College begin to address the problem of dealing with learning disabled students.

The price of failing to provide adequate service for this sector of the adult population would be high. Significant numbers of people would not attain their educational potential, would not become the productive citizens they could be, and would not achieve personal or social satisfaction in their lives. The costs of continual re-entry and retraining of adults with learning disabilities without adequate support in the educational system are prohibitive and wasteful. Not only are these adults limited by an inadequate level of service, but also society at large shares in the loss of their human potential. - Discussion Paper for the B.C. Ministry of Education, "A Design for Learning for Adults with Learning Disabilities."

DEFINITION OF LEARNING DISABILITIES

The current most widely accepted definition was devised by the USA National Joint Committee for Learning Disabilities (NJCLD) in 1981:

"Learning Disabilities is a generic term that refers to a heterogeneous group of disorders manifested by significant difficulties in the acquisition and use of listening, speaking, reading, writing, reasoning, and mathematical abilities. These disorders are intrinsic to the individual and presumed to be due to central nervous system dysfunction. Even though a learning disability may occur concomitantly with other handicapping conditions (such as sensory impairment, mental retardation, social and emotional disturbance) or environmental influences (such as cultural differences, insufficient or inappropriate instruction, psychogenic factors), it is not the result of those conditions or influences."

"AREN'T I SPECIAL? DON'T YOU LOVE ME, TOO?"

(An interview with a Red Deer College Learning Disabled Student)

Question: Can you tell me a little about your educational background?

Answer: Back when I was in elementary/high school, I believe I was shuffled through the system just to get me out of school. I never ever did well; the last book I read was Grade 6. I became a really good cheat through high school until I could get to Grade 10 and out of the system. In Grade 9, a teacher picked up that I was dyslexic. She had me somewhat assessed and at that point I could have gone into Edmonton for three years and upgraded myself to a Grade 10 level of reading. But then as a child at that age, I couldn't wait at sixteen to get out of the system.

Question: You say you cheated or got good at cheating to get through the system. Can you tell me how you do that?

Answer: Well, like book reports: I would read the front page, a couple of middle pages and the last page and make a book report out of it. Anytime I made a book report, anyway, my marks were heavily deducted for spelling. I couldn't spell very many words so I had to really keep it simple.

Question: So your writing process was built around finding words that you could spell?

Answer: Yes ... In the earlier grades I was threatened with straps. Promised a watch

In grade 3 if I passed. From my parents and my teachers, I was called stupid and dumb and lazy.

Question: How did that affect the way that you felt about yourself?

Answer: It let my self-esteem down. I always felt inferior to the people ... I found that older people accepted me for me, not because I wasn't as good as they were in school. I believe that caused me to grow up very fast. I was married at seventeen. I missed a lot of years.

Question: You say your self-esteem was low? Did that affect your relationships?

Answer: I always felt that I was just never as good ... My family was bad for it too. My sisters were always praised; there was never praising for me. I always felt bad: "Aren't I special? Don't you love me, too?"

Question: When you were married, you stopped school. When did you decide to come back to school?

Answer: I was married at seventeen. I went through a bad marriage; I was beaten. Then I got a divorce at twenty-one and I went to a psychologist ... He suggested going in for testing with my reading problem, because I had brought it up at the time, and how bad I was in school. He had me tested and for the first time in my life, I realized I was not stupid. I could do it. I was just illiterate. Even though at that time he told me there was no hope, I went for it anyway.

Question: So it really did give you hope? That there were problems, but at least you had a label for it?

Answer: Yes, it wasn't just me; there was a reason why it was the way it was ... That was a good feeling. I could for once look in the mirror and say "You are not so stupid after all! You are not so bad after all." It gave me a lot of self-esteem and it gave me a lot of push.

Question: You say you are a fighter. Can you describe the process between when you resumed your education and now?

Answer: I started in my town in part-time classes. I slowly struggled through a few things there, four years part-time. And then I moved to Red Deer to further my education; that is when I got involved with a tutor twice a week. We went back to the basics and after those two years it felt so good because I could see myself moving. I could pick up the newspaper and feel comfortable reading a column where I could never do that before. And so I could actually feel my progress and that has helped me really keep going.

Question: So that is a motivation for you?

Answer: Yes. Besides I am a single parent and want to support my children with a decent job. I don't want to be slinging in a restaurant for the rest of my life. I want to be somebody; I want to do something for myself.

Question: If you had to summarize how you feel, can you tell me how learning disabilities have affected your life as a whole?

Answer: It has made me feel inferior to everybody and it is only through self-esteem, self-motivation courses that I have taken since I have moved to Red Deer ... and good supportive people that say "You can do it; you can make it; it is okay that you think this way;" because I always thought every way I thought was wrong and it never fit society. I always felt like such a reject. I find now that a lot of people that I meet and if I describe my past to them at all, they are shocked. They can't believe I used to be that inferior person because I can be so strong and so vibrant and so outgoing now. But that is only because of what I have done for myself to get here. Because I want to be better; I want to fit in; I'm okay.

Question: If you were talking to some instructors in the college about learning disabilities, what would you want say to them about students who have learning disabilities?

Answer: Listen. Ask them how much they think they can handle and then try to push them just a little bit. But watch how you push them. Push them a little bit further than they figure they can do,

yet don't just tell them they can do this much because sometimes, like me, I struggle too hard to get to that point. And then I break because I am trying to live up to someone else's expectations when I should be living to my own. It does help, the encouragement with a little push. And a pat on the back once in a while can make the world a lot better.

CHECKLIST OF CHARACTERISTICS OF LEARNING DISABLED ADULT STUDENTS

Cognitive

- Poor fund of Information about the world
- Difficulty understanding abstract concepts
- Difficulty sustaining attention to tasks
- Poor ability to generalize skills from one task and situation to another

Language

Spoken Language

- Difficulty grasping what others say to them
- Limited range of vocabulary
- Inappropriate use of words

Written Language

- Imprecise and unclear expression
- Repeated use of a small variety of sentence structures
- Poor organization of thoughts
- Incorrect use of punctuation
- Compositions usually too short for purpose

Perceptual-Motor

- Reversals, rotations and Inversions of letters and numerals
- Difficulty dealing with three dimensional figures and arrays
- Difficulty locating specific Information on a page
- Difficulty discriminating complex sounding words

Academic Reading

- Gaps in knowledge of phonics
- Poor word attack skills
- Poor ability to understand what was read
- Poor ability to determine main Ideas
- Slow rate of reading

Spelling

- Omission or substitution of sounds when spelling words
- General avoidance of writing words that are difficult to spell

Handwriting

- Awkward and uncomfortable style of writing
- Slow rate of writing
- Writing that varies in size throughout the same paper
- Papers that are generally sloppy

Mathematics

- Poor computation skills

- Incomplete memorization of multiplication tables
- Poor mathematical reasoning
- Poor ability to solve mathematical problems
- Difficulty recalling the sequence of an operational process
- Failure to understand and retain terms representing quantitative concepts

Work and Study Habits

- Poor organization and budgeting of time
- Difficulty getting work started
- Difficulty sustaining effort on a task
- Inability to identify the essential requirements of a task
- Difficulty using the dictionary and other reference tools
- Notes that are typically sparse, incomplete and inaccurate
- Excessive test anxiety

Social

- Difficulty working effectively with others
- Inappropriate social behaviors
- Misunderstanding humor and sarcasm
- Difficulty engaging in "small talk"
- Insufficient attention to personal appearance
- Difficulty relating to authority figures such as professors and advisors

Affective

- Low sense of self-esteem
- Lack of self-confidence
- Vulnerability to criticism by others
- Low tolerance for frustration
- Generally pessimistic about outcomes of own efforts

Mangrum, C.T. and Strichart S.S. College and the Learning Disabled Student. Orlando, FL: Grune and Stratton, Inc., 1984, pp. 32-37.

WHAT THE INSTRUCTOR CAN DO by Peggy Barr, SAIT

A report on adult learning done for the Ontario Ministry of Education indicates that effective instruction primarily amounts to providing experiences for the learner from which the individual can construct meaning. This is particularly critical for the LD student. I expect this is not new information for many instructors at SAIT. My experience as a teacher and a consultant to teachers leads me to believe that most instructors have the students' best interests at heart. My own experience, however, also makes me aware of the frustration and sense of failure we often experience when a student fails to achieve, despite our best efforts. This in turn often leads to displacement of anger onto the student, "What's the matter with him/her? Why doesn't he/she get their act together?" We often forget to ask what we could do differently to positively effect student learning. Often we are not sure what to

do - feeling insecure and inadequate we are afraid to ask for direction - not realizing that a request for direction is a professional response rather than a sign of weakness. After all, when your doctor sends you to a specialist you do not doubt his ability, likely you applaud his decision.

None of the strategies and techniques that I am going to suggest will help LD students alone. Any technique suggested will not hinder or interfere with the normal progress of the course. Neither will the suggestions water down the course thus lowering standards for which SAIT is so well known.

A student with a learning disability spends a great deal more time in learning course content and completing assignments. These students must learn to plan if they are going to be successful. Course outlines showing the topic for every day, page references in the text, and additional references if extra help is needed will facilitate this progress. Specific assignments, for example, essay topics with due dates, allow the student to do the necessary reading, draw up outlines, and complete the drafts required to produce a satisfactory piece of work. Furthermore, a stable outline helps overcome the difficulty LD students experience in keeping sequences straight. A detailed syllabus for students can also provide an overall scheme showing how different segments fit.

Handouts of exemplary models of assignments such as reports, lab assignments, and business letters, help make apparent the necessary components, and the desired format and type of the assignment. The usefulness of handouts is increased if the students are walked through them, drawing their attention to all facets. For example, show how major and minor headings impart certain kinds of information, and precisely how and when each order of heading should be used. Make all information explicit. For example, if an indentation in format is important, point it out, the LD student suffering from sweeping and/or blurring perception at intake often overlooks this kind of information.

Where possible, information should be presented using a multisensory approach. As you lecture, jot down key words, draw diagrams, make graphs, charts etc. on the blackboard. See if Educational Resources can help construct visuals for concepts that are particularly difficult. Emphasizing should be done frequently. Colored pens/chalk, and verbal marks are some of the techniques that can be used. Do not be afraid to

constantly say "This is important", or "You will have to know this". After all, it's important that students leave SAIT with a specific body of knowledge, enabling them to be competent professionals. Simulation exercises and hands on experiences also serve to clarify and promote understanding in the classroom.

Lectures can take many forms, depending on your style. Regardless of style, however, lectures can be constructed so that most students will understand the message. First, all students learn more efficiently when topics are presented in an orderly, logical sequence, each part mapping into the other, and all parts mapping into an known overall plan. It is useful to present an overview of the "whole", showing how the pieces fit. Flowcharts or conceptual mappings, are handy for this type of illustration.

Second, proceed from the simple to the complex, from the specific to the general. Try not to present too many objectives and too much material simultaneously.

Third, provide many positive and negative examples of the concept you are teaching, so the student will know "what it is" and "what it isn't".

Fourth, think of your lectures as a series of repeats. Tell the students what your objectives are in the particular lecture. Then elaborate on your points.

Finally, summarize the main points of your lecture. It is also a good idea each day to quickly review the previous day's instruction and link it to the current day's instruction. In keeping with this approach it is also useful at the end of units to list the specific objectives the students should be able to achieve.

Course text books should be carefully chosen for content and for organization and format. Check your texts to see if the text progresses from the elementary to the complex, analyze whether the sentence structure is confusing or straight forward, check for use of summaries, subheadings, effective graphics, functional glossaries, indexes and appendixes.

Examinations are a fact of life. For the LD they can be an insurmountable block. With some accommodation, however, most LD students can cope. One instructor on the SAIT campus, for example, allowed a LD student to use a dictionary written for dyslexics. The outcome was very satisfying.

Prior to using the dictionary, the individual had restricted herself to using only words that she felt she could spell, thus many of her fine ideas went unexpressed. Once the spelling constraint was removed, very good ideas emerged and her marks improved considerably. Untimed tests, oral tests, writing in a quiet office space rather than a large distracting classroom, these are some ways an instructor can facilitate the LD student.

The importance of an instructor being available to meet to work with students on an one-to-one basis cannot be over emphasized. I think we often overlook the impact an instructor can have on a student. Problems that appear overwhelming can often be cleared up in a relatively short period of time, and other misunderstandings prevented. Furthermore, the support that is extended to the student can, in and of itself, be the critical variable that encourages the student to keep on trying when he or she might otherwise give up.

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PROPOSAL FOR AN INSTITUTIONAL COMMITTEE

Several Alberta institutions have begun to address the needs of the learning disabled. Some have hired or trained learning disabled specialists within their counselling centres, Students Services departments, or Learning Assistance Centres. Other institutions have formed committees to explore what can be done.

At the moment, Red Deer College is unlikely to find resources to hire a specialist. We do, however, have a number of people who are interested in the field of learning disabilities. We propose forming an institution-wide committee to look into what Red Deer College can do.

Are you interested? Please send your name to me c/o the Learning Assistance Centre. I believe we can make a start. And I believe we can make a difference.

Glynis Wilson Boulton

HOW A LEARNING DISABLED READER SEES PRINTED WORDS

Translation: GOOD LUCK! GOOD LUCK! GOOD LUCK!
If you are reading these words, it is probably taking you quite a long time and you must be working very hard. You deserve a break! Go get yourself a drink and hurry back.

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Compiled by Paul Boulton

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Smith, D.D. Teaching the learning disabled. Prentice-Hall, 1981. (LC 4704.S62)

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TO ALL PERSONS INTERESTED
IN COMPUTER MANAGED LEARNING
FROM: Malcolm Sharp, CBE/CML Coordinator

BACKGROUND: Red Deer College is currently a member of the SOUTHERN REGIONAL LIASON GROUP of the CML PROVINCIAL USERS GROUP. The purpose of the Provincial Users Group is to "encourage cooperation in planning, development and sharing of CML resources by Alberta educational institutions".

PROPOSAL: That we form a RDC CML users group for the purpose of further participation in the Provincial Users Group, and to support one another in our local use of CML.

INVITATION: If you are presently using CML, or are anticipating using CML, or are just interested in CML, please attend an organizational meeting on February 17, 1987 at 3:00 p.m. in Room 814 in the Division of Technical Training.

DIRECTIONS

A Faculty Development Newsletter
of Red Deer College

Vol. 3 No. 6

February, 1987

DIVISION OF EDUCATIONAL RESOURCES: FACULTY OF THE MONTH

Laurel Goodacre has been working closely with members of the LAC and LRC over the past months. Her objective has been to incorporate fundamental learning skills into the classroom without sacrificing content. Here are some interesting and innovative ways in which we have worked together to achieve this goal:

Mapping

Ralph Wold (LAC) sat in on one of Laurel's classes and took notes using a "mapping" format. The class was videotaped for future reference. In the next class Ralph led a discussion of note-taking, using his notes from the previous class to illustrate his points. Laurel plans to follow-up on mapping periodically within the class.

Research and Writing

Glynis Wilson-Boulton (LAC) and Paul Boulton (LRC) worked with Laurel to incorporate lessons on library research skills and essay planning, and outlining skills into her major research assignment. Over the course of the term (and at the appropriate time), each of us will be presenting information that will assist students in managing their time and their assignment effectively. Laurel has also decided to present some of our lessons herself next time around. We will sit in on her classes and provide feedback. Thus, in future she will be able to incorporate the learning skills with greater effectiveness and flexibility.

DIRECTIONS is published by the College-wide Professional Development Committee of Red Deer College. The views expressed in the Newsletter are those of individuals and not necessarily those of the College-wide Professional Development Committee.

Deadline for submission for the March DIRECTIONS is March 2, 1987.

Editor: Ed Kamps

Innovation

Those of us who have worked with Laurel have been very impressed with her willingness to try new approaches to instruction.

*EDITOR'S NOTE:

Upcoming Workshops conducted by Educational Resources include:

"Marking Essays and Research Papers" - offered by the staff of the LAC.

This workshop has been designed for instructors who do not have a formal background in English or writing who would like to assess papers for writing competence as well as content. The presentation will include strategies for guiding the student's writing process, marking for organization, and assessing general use of the language.

Thursday, May 7, 9:00-11:00 a.m., Room T.B.A.

"Incorporating Learning Skills into the Classroom"

This session is designed to explore how instructors can incorporate learning skills into the classroom. The session first provides an overview of the learning skills central to student success. Discussion of how instructors could link these skills with content instruction is followed by an opportunity to work with resources on a lesson or unit. Emphasis is placed on practical applications within the instructor's own classes.

Wednesday, May 20, 9:00 a.m. - 12:00 noon; 1:00 - 3:00 p.m., Room T.B.A.

"Resource Based Learning OR What To Do After The Librarian Leaves"

Objectives: After participating in this workshop, the faculty member will be able to:

- a) Identify areas in their courses where library resources/skills can be incorporated.

Red Deer College, Box 5005, Red Deer Alberta. T4N-5H5

- b) Prepare assignments, library exercises, projects, which incorporate resources and skills in to the curriculum.

Friday, May 22, 9:00 a.m. - 12:00 noon; 1:00 - 2:30 p.m., Room T.B.A.

GROUP IN SUPPORT OF EXCELLENCE

The first meeting of the winter semester was held February 10 with 13 college employees in attendance. Main items of business were the Student Achiever Breakfast and the proposed Faculty/Staff Recognition Program.

With respect to the Student Achiever breakfast:

- the principles and criteria were reviewed without any changes. Students are recognized for this achievement (not necessarily academic) through significant contributions to their program, the college, or the community. The criteria were left fairly broad so as not to unduly restrict the recognition.
- In terms of the number of students nominated, discussion centered on whether there should be limits placed on the number of nominations from each program. While there was recognition of some form of upper limits to the number of students participating, it was felt that for the time being the matter be left to the discretion of the committee or chairperson of each department.
- Doug Swanson reported on his success in getting plaques from Texaco for the engraving of the names of student achievers. These plaques can be displayed in a suitable location in the office area of each particular department.
- Bev Greene has set up a display case at the end of the main hallway going past the bookstore to highlight the student achiever program and encourages faculty to submit items such as student works or any other relevant items or information related to student accomplishment for display.
- Next breakfast: March 25, 7:30 a.m., Cafeteria. Have your nomination, along with the program name, year and a brief paragraph regarding the nomination to Bev Greene by March 13.

- Doug Swanson presented a review of the K.I.T.E. (Keeping In Touch Effectively) program and the results of the feedback that all Chairpersons were asked to gather. Generally the response was quite favourable and suggestions were directed more to specific areas or procedures rather than the concept itself. The group reviewed each of the categories of recognition, making modifications to be included in the final version. It is hoped that the revisions will be completed in time for most of the recognition awards to be included in this year's recognition ceremony to be conducted in May.



DON'T JUST THINK
ABOUT IT -- DO IT!!
COME TO RED DEER
COLLEGE'S OPEN HOUSE
ON MARCH 12, 1987!!

"Today students are endlessly taking pop quizzes and checking multiple choice boxes. Rarely are they asked to do creative independent work and engage in carefully written critiques and oral self-expression. I feel strongly that collegewide assessment should ask students to demonstrate that the outcome of a college education is to be measured, not by the capacity to recall isolated facts and put check marks on a paper, but by the ability to integrate and analyze what has been learned and apply it creatively to a contemporary problem."

- Ernest L. Boyer in "College: Raising a New Vision", Change, November/December, 1986.

"If you do not expect the unexpected you will not find it, for it is not to be reached by search or trail."

- Heraclitus

STUDY LEAVE APPROVED BY CWPDC

At its January 23 meeting CWPDC approved a study leave in the amount of \$3,500 submitted by Paul Molgat (Business). The approval allows Paul to participate in a three week intensive program in International Business for business faculty to be conducted June 15-July 3 in France.

The objective of the program is

"to provide an international perspective which can be integrated into courses offered on participants' home campuses by:

- Furnishing business faculty with background on the French and European economies
- Examining in depth participants' field of specialization as practiced in France
- Offering encounters with French business leaders to supply a first-hand feel for business as done in France."

The content of the program includes:

"A. Common background on the European Business Environment and Problems in European Management (two weeks)

1. An overview

- The current European context
- The economic, social and political environment in France
- The present industrial policy of the French government
- The relationship between the State and companies
- The legal environment for business in France
- The building of modern Europe and its impact
- The role of multinationals in Europe
- The E.E.C.: its business strategy and impact on the business climate
- Riding herd: the EEC's role as coordinator of varying national systems (accounting, taxation, and agriculture)
- Exporting: Europe and the world market
- Labor relations in French industry
- France and Germany: the business environments in Europe's locomotives

2. France: a sampler

- The marketing function in the French firm
- The financial management of the French firm

- Social protection: la Securite Sociale
- Money markets in France
- Comparative accounting and finance: France - U.S.
- Personnel management in the French enterprise
- Comparative Organizational Behavior: France - U.S.
- Distribution networks in France
- The French consumer: what does he want?

B. Workshops by field of specialization (one week)

- Accounting and finance
- Marketing
 - Industrial
 - services
- Human resource management
- Business policy and strategy"

For more information contact Paul Molgat (3360) or any member of CWPDC.

"And what indeed is literature but a record of human behavior."

- Martin S. Lindauer

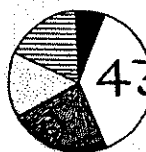
Information Seminar
on the
Deferred Salary Leave Plan (DSLPL)

Tuesday, February 24
12:30-1:30 p.m.
Room 1605

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ACCORDING TO
LATEST OFFICIAL
FIGURES,



43% OF ALL STATISTICS
ARE
TOTALLY
WORTHLESS.

Adolph
Goldman

ADULT EDUCATION S.I.G.

The Adult Education Special Interest Group had its latest get-together on February 10, with the main agenda item consisting of Catherine Hay giving a very informative and enthusiastic description of the Job Re-entry Program which she coordinates. This program, funded by the Canadian Jobs Strategy of the federal government, combines formal classroom instruction with on-site work experiences for women who have been absent from the work force three years or more. The primary objectives are to:

- a. enhance the personal and professional development of each participant
- b. develop specific occupational skills that suit the individual participant's needs, interests, and capabilities, and also meet the employment needs of the community.

The Job Re-entry Program is one of a number of recent initiatives undertaken by the College under the auspices of the Canadian Jobs Strategy.

Next Adult Education S.I.G. meeting:

Wednesday, April 1
7:00 p.m.
Room 908

Topic: Stages of Adult Development, Mid-Life Transition, and Bob Seeger's Like a Rock album.

"ORIENTEERING FOR NEOPHYTES AND DOYENS"

- a workshop in Life/Work planning, conducted by Dave Hannah (Counselling) and Don Snow (General and Developmental Studies).

Thursday, May 7
Friday, May 8
Place: TBA

"Nothing is more dangerous than an idea when it is the only one you have."

- Emilie Chartier



ALBERTA COLLEGE-
INSTITUTE FACULTIES ASSOCIATION

Medicine Hat

1987 SPRING CONFERENCE May 28/30

Keynote Speakers:

Dave Barrett

Sheldon Chumir, Barry Pashak

CURRICULUM:
New Programs
Disabled Students
Women
Discipline Meetings

STUDENTS:
Student Rights
Populations
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IN
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TIMES"**

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"Try? There is no try. There is only do or not do."

- Yoda, in The Empire Strikes Back

"The art of becoming wise is the art of knowing what to overlook."

- William James

THE TIME BUYER: HOW TO GET TIME OFF YOUR JOB
WITHOUT LOSS OF INCOME by Don Abrams

Published by Deneau Publishers
760 Bathurst Street, Toronto, ON
M5S 2R5
ISBN: 0-88879-131-3

Thinking about taking a year off? Interested in the Deferred Salary Leave Plan (DSLPP)? Then here is a short, concise, and readable guide to financing your leave. Abrams, an instructor at Algonquin College in Ontario, has thoroughly researched various aspects of "time-buying" including the tax treatment of the salary deferral process.

Other questions and issues he deals with, based in part on his own experience of financing a leave through his college, include who is time-buying for, advantages to the employee and the employer, and how to make the most of your year off. Particularly useful are the sample tables illustrating for different salary levels and different pay-in periods the various contributions, deductions, and the net salary. For example:

Figure 10. Time-Buyer Deductions and Contributions with an Annual Salary of \$45,000*

Time-Buyer Plan	4th Yr. Pay-In 5th Yr. Off
1. Monthly Salary	\$3,750.00
2. Time-Buyer Deduction	\$750.00
3. Gross	\$3,000.00
4. C.P.P.	\$51.00
5. U.I.C.	\$42.36
6. Income Tax	\$760.95
7. NET SALARY	\$2,145.69
8. Your Total Contribution (Without Interest)	\$19,504.80
9. Your Annual Contribution	\$4,876.20
10. Your Monthly Contribution	\$406.35
11. Your Weekly Contribution	\$93.85

*1984 tables have been used to calculate deductions for income tax, CPP, and UIC.

"Only the most foolish of mice would hide in a cat's ear. But only the wisest of cats would think to look there."

- Unknown

FROM THE DIVISIONAL COMMITTEES

HEALTH & SCIENCE DIVISION - Jennifer Young

Divisional Activities

Plans are presently underway for a Divisional retreat to be held later in the term.

Rock Folkman (Pharmacy) will be the Divisional representative during Jennifer Young's maternity leave (until Fall, 1987).

Department Activities

The Nursing Department has planned several sessions to re-certify nursing faculty members in CPR. These will be taught by faculty members.

Also planned are a two-day Curriculum Review and Planning Workshop in February, and a day with Dr. Joy Calkin from U of C in April who will help us examine nursing and nurses in the future.

Requests Approved

Terry Bourgonje/"Assessing and Assisting Parent-Child Relationships" Workshop, U of C
Jim Glenn/Membership - American Society of Plant Physiologists
Mary Gardiner/Completion of Master's Thesis, St. Francis Xavier University, Nova Scotia
Ved Madan/Membership - Canadian Mathematical Society
Arun Mishra/Membership - APEGGA (Engineering)
Linda Martin/"Can Cope '87 Caregivers and Cancer"

BUSINESS - Ian Reid

Requests Approved

Dave Cooper (Computer Systems Tech)/Membership in Canadian Information Processing Society
Lori Bonnett (Legal Assistant)/Civil Procedure Update Seminar
Grace Procyshen (Sec. Science)/National Business Education Convention
Linda Engh (Sec. Science)/Ed Psych 501: Stress and Burnout, U of C

Individual Accomplishments

Mike O'Hanlon and Alan Anderton/were the winning team in an Alberta competition for post-secondary education institutions in Policy Case Presentations and in Certified Management Accounting Computer Simulation
Dave Inkster/conducted a two day workshop "Leadership and Change" for senior administration at Kenyo College

VISUAL AND PERFORMING ARTS - Jim Westergard

Requests Approved

Joe Reeder (Art & Design)/Visit to Emily Carr College of Art, Vancouver, B.C. to participate in discussions of photography program

Kirk Marlow (Art & Design)/student tour of museums in Spain and London

Cheryl Cooney (Music)/to attend music master class lecture demonstration at Alberta College, Edmonton

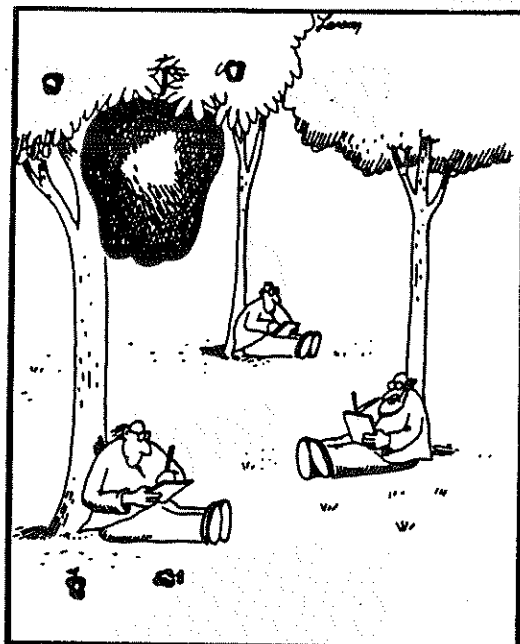
Individual Accomplishments

Kirk Marlow (Art & Design)/appointed by Minister of Culture to serve on Advisory Board of Alberta Conservatory Committee (dealing with conservation and preservation of historical works of art and artifacts)/writing a book review for the Edmonton Art Gallery's publication, UPDATE MAGAZINE (Book: One Man's Obsession)

Ken Mallett (Music)/conducted Handel's "Messiah" December 14, 1986 in RDC Performing Arts Centre

"Fiction makes us as readers aware of our own needs. It satisfies unconscious needs... It allays guilt and anxieties, and it is an indirect means of dealing with problems that we frequently shun. Fiction helps us to recognize the bad within us and yet accept our-selves. It often leaves us refreshed and restored, heals intrapsychic tension, and is integrating.

- F. McKinney, "Exploration in Bibliotherapy", Personnel and Guidance Journal, 1977.



"Nothing yet ... How about you, Newton?"

ASSESSING QUALITY OF EDUCATION

A perception held by many is that we offer quality education at Red Deer College. Certainly this is an issue of importance given the current budget cuts. But what is "quality of education"? An article titled "Perspectives on Future Education" in the February, 1987, issue of Professional Development Quarterly, published at Mount Royal College discusses the matter:

"In defining excellence, the National Commission on Excellence in Education (1983) provides a useful definition of quality. For the individual learner, the Commission defines excellence as '...performing on the boundary of individual ability in ways that test and push back personal limits, in school and in the work place. Excellence characterizes a school or college that sets high expectations and goals for all learners, then tries in every way possible to help students reach them.' This is far different from an emphasis merely on standards. Standards invite comparisons between people rather than encouraging each individual to become all he is capable of becoming. Standards, refer to predetermined levels of acceptable performance, but they do not necessarily imply any connection between performance and individual ability nor the obligation to try in every way possible to help students to reach acceptable performance levels once these levels have been established."

What does quality of education depend on? What are the variables? How might it be assessed?

Send in your thoughts, beliefs, and ideas. Responses will be summarized for the April DIRECTIONS.

"Under what conditions do people want to be free and capable of acting freely? Under what conditions are they willing and able to bear the burdens freedom does impose and to see them less as burdens than as gladly undertaken self-transformations? And on the negative side: Can people be made to want to become cheerful robots?"

- C. Wright Mills

DIRECTIONS

A Faculty Development Newsletter
of Red Deer College

Vol. 3 No. 7

March/April, 1987

P.D. OVER BREAKFAST

A number of professional development topics were on the menu at a recent breakfast meeting involving Dr. Luterbach, facilitators of the Instructional skills program, and "colleagues" in the Colleague Network Program. The early morning session was an opportunity for these faculty to "chew the fat", share beliefs, and offer ideas to the President.

In turn, Dr. Luterbach commended the group for its contribution to faculty development at RDC and welcomed further innovations and activities, noting that "cultivating our internal professional development resources is a cost-effective way of maintaining faculty vitality". He also emphasized the importance of individual initiative that college employees can take in pursuing ideas and goals which they find compelling and which benefit the college as well.

"How much self-discovery is necessary and desirable for transfer skill acquisition? How much guidance by a facilitator? How much transfer skill acquisition can or should occur in regular school courses? In outside training? We do not know. One thing we do know: If we do not allow sufficient personal discovery, if we grade only on final results and not on the process of solving problems, if we reward only the correct answers and not the creative attempts at solutions, or if we value only the instructor's opinion, not the learner's, then we devalue persons who have gone beyond mere rote learning."

-Thibodeau, 1979

DIRECTIONS is published by the College-wide Professional Development Committee of Red Deer College. The views expressed in the Newsletter are those of individuals and not necessarily those of the College-wide Professional Development Committee.

Deadline for submission for the next DIRECTIONS is April 30, 1987.

Editor: Ed Kamps

"If you want to be more creative, believe in the worth of your ideas, and have the persistence to continue building on them. With this attitude, you'll take a few more risks, and break the rules occasionally. You'll look for more than one right answer, hunt for ideas outside your area, tolerate ambiguity, look foolish every now and then, play a little bit, engage in "what-if" and other soft thinking approaches, and be motivated to go beyond the status quo. And finally, you will be able to whack yourself into doing all of these things."

- Roger von Oech "A Whack on the Side of the Head"

ARTIST AND INSTRUCTOR (Excerpts from a recent interview with Chuck Wissinger, Ceramics)

ED: What are your ideas about being both an artist and an instructor?

CHUCK: I feel very strongly that one cannot segment life into separate and neat packages. Art is as much a way of living as it is a means of expression and it permeates all aspects of being. One cannot sit in a studio and do art, then stand in front of students and teach, then go home and pursue domestic concerns and bounce from one aspect of living to another without having a central, interrelated core. In my case, it is art. As a total commitment and a way of life. I suppose that you could say it is somewhat akin to religion. It definitely is not a job. Working as a producing artist enhances and in fact legitimizes my teaching. To teach and let the artistic pursuits slip cheapens the teaching end of it and as Woody Allen says "It becomes much like mental masturbation". The only problem is that when you are fundamentally pursuing two careers, it is quite a drain on energy and you have to become quite efficient at allocating time - becoming aware of your energy and how you are using it. It is quite taxing, but on the other hand quite exciting and enjoyable.

ED: In a recent Visual Arts Newsletter article, you mentioned the role of a facilitator to students. Could you elaborate on this?

CHUCK: I think it is important to consider the context in which I teach. The Art Department is a unique situation in that it is a closed community, very tightly knit. We deal with each other intensely. I have the students for generally a period of two years, sometimes three. And I see them probably as much as I see my family. And you become quite familiar with aspects of their life beyond the classroom teaching situation and in many instances probably you know more about their lives than they care to have you know. But that's what makes it work - the fact that you are involved in all aspects of their lives.

Minute Quizzes

If you would like some immediate feedback on the lecture you have just given, try stopping class two minutes early, and give a quiz. Ask your students to respond anonymously to these two questions: (1) What was the most important thing you learned during this past 50 minutes? (2) What topic, or part of the lecture was least clear? Vary the nature of the questions so that you discover the precise information you want. Also, ask students to print, not write their answers, so that you can't identify who wrote what. Use this strategy often. You may be surprised at what you discover.

- from the Office of Professional and Organizational Development, Fairleigh Dickinson University

And in fact, if students fall or get themselves in trouble very rarely does it have to do with their ability to make images. It has to do with the fact that they're not in control of other aspects of their lives. In regards to dealing with the students as a facilitator, I think it is first important to create a common ground where we can deal with each other before this can occur. So, the incoming students wind up in my basic courses and at this point I consider myself to be more a director or perhaps a drill sergeant. I try to give them a range

of information and skills as quickly as possible so that we can better communicate with each other as we progress through their stay at the College. This done - it never really is done - they get to know me better and we develop common grounds to deal with each other, I then can begin to move more towards the role of facilitator...

ED: What else do you do?

CHUCK: I think it's very important that the students not become too dependent on me - that they don't see me as the grand papa or the shaman, but rather one of many resources to be utilized by them. It is important for me then to show them where these other resources are and to push them out there so that they have to deal with them. The reason for this is they're not going to have the neat "womb with a view" situation that exists in the College when they reach the real world. And I've seen students absolutely decimated when they go out there because they've allowed themselves to be so dependent it is very difficult for them to be resourceful and self-reliant. So I create situations that mirror real world occurrences/situations and force them to deal with problems in many, many ways. I try to bring as many real things into the teaching situation as I can for them. The arts are tough. You really have to have your act together or you're going to have serious problems when you go out there.

LUNCH BAG SERIES 1987/88

Faculty are encouraged to submit proposals for Lunch Bag Informal sessions for the 1987/88 year. Topics are wide open and suggestions are most welcome.



These sessions are normally held in the 12:30-2:00 p.m. time period on Tuesdays. However, other times are possible.

FUTURE ISSUES OF NEWEST REVIEW
- Birk Sproston

I have recently been elected a Contributing Editor for Newest Review and I wish to invite people to consider making a submission to the journal. Published in Saskatoon, Newest is subtitled "A Journal of Culture and Current Events". Though many of its contributors are specialists, Newest is aimed at a general educated audience. Newest circulates about 1200 copies ten times per year (monthly except July and August) throughout North America. The journal is supported in part by grants from the Canada Council and the Saskatchewan Arts Board. Newest pays contributors a modest fee. A special feature of Newest is its extended reviews of theatre productions in the Prairie west.

ED: So, your role changes over the length of the program.

CHUCK: Most definitely. Moving from drill sergeant/director to facilitator and then, if the students make the commitment and that's very hard to describe - Very much of it's intrinsic - but if they have the resolve, the desire, or the jam, the magic, the chemistry, whatever, to pursue a career in the arts, then it's my responsibility to become somewhat of a mentor. And in this capacity I probably put them through purgatory on one hand and on the other hand I provide them with a firm footing on the next rung of their pursuits wherever that may be. It's relative to what the individual's interests or needs are. I really believe that that is a fundamental aspect of my job. I'm not paid to show up and do my six hours per class teaching. When an individual makes a commitment I owe that person much more than that class time. In fact, I owe society much more than that as well. So, I make a concerted effort to get them involved in as many aspects of the broader art world as I can.

ED: So, in a way it involves coaching them as they go along.

CHUCK: Yes, very much so. And perhaps more like haunting them.

ED: Do you see your approach applying to other departments in the College?

CHUCK: Most definitely. I think that there are problems in programs such as Liberal Arts with classes of 50-60 individuals where instructors deal with research papers, tests and so forth. It becomes unwieldy. It is rare that an individual instructor gets to know the students on a personal level. I believe very strongly that with some creative energy we at the College could develop alternative means to compensate for this rather impersonal factory or stockyard approach to education. Because it is the strength of community and that total involvement that is the core of our program and that makes it as successful as it is. If you walk through the performing Arts Centre or the visual arts studios - on Friday night, Saturday evening, Sunday, almost any time of day or night, you will find people in there working. And you'll find a unique energy and a joy. It's not drudgery, it's not a job, it's not doing projects, it's not the hoo-hum same old shit mentality. It's people doing it for the love of it. Many of the instructors are here as well. I spend probably 60-80 hours a week in the building. I'm in here in the weekends and so forth and that's very important. It's important for the students. I am a role model and it's important for me to be here and doing what I do and existing in the real world and not standing here as a paper shuffler or a stuffed shirt or somebody who is vicariously involved in what I am trying to relate to the students...

...One of the things about teaching, about life in general and being an artist more

"INTERSESSION 87"

Coming soon.
Watch for it.

specifically, that absolutely frightens me is developing a case of hinterland myopia. Say sitting here in Red Deer and thinking you really have your act together? Who knows whether you have your act together? Nobody here knows whether I have my act together. No one here knows really what I do. Most people think I do voodoo, I'm sure. It's akin to being an athlete. You're out on a track and you're running your heart out down the track - running, running, running. And you feel real good; you're getting to the finish line and you're going across it and you're going to win. But you didn't realize that you've been lapped three times and there's a whole bunch of other folks in taking a shower. I think in academia and in educational institutions it is very easy to allow that to happen and so I think it's quite important that we find a broader spectrum outside of the College to bounce off what we do to ensure that it is credible. We don't know this from student evaluations. Our students really don't know; they don't have the parameters to make such a judgement unless you are a total flaming ass in one respect or another. And in fact, I can walk into the ceramics studio and be entertaining and lay a real trip on these people. They have no parameters to make a judgement and I bet I can come out of there with absolutely excellent evaluations and have taught them virtually nothing. You know, it's simple to do. I believe that students, once they are into their third and fourth year have developed a matrix from which they can make succinct, cogent judgements, they have seen enough, they have been around a bit. But to base quality of program and instruction and so forth on the system we use in the College, I think is nothing short of ludicrous.

ED: What about the role of faculty development. From your perspective what should faculty development consist of?

CHUCK: Oh, God, this is a heavy one for me. I'm sure I'm going to urk some folks. I believe that we live in a highly artificial situation that has not a great deal to do with the real world. It seems that, here at the College, there are few extrinsic motivators

and, my God, heaven forbid, that there be any competition or merit recognition. I was told by an administrator once in all seriousness that the thing that they - the administration and I assume the Board - were fundamentally interested in was maintaining "minimal acceptable levels of performance". And as far as I'm concerned if that applies to me, I've just spent the last dozen years of my life at the College pouring sand down a rathole. I don't know, maybe people get paid too much for what they do. After all, you get a paycheque and you show up and if you're maintaining a minimal level of performance and you don't rape anybody in the forum - you're going to do OK. I mean, let's get real. Academia is really comfortable. It's removed from the real world; you can deal with everything in a vicarious manner and the thing about academia is it's like cancer. Academia begets academia, begets academia like a tumor, it also becomes more and more abstracted from the real order of things. I realize this is a real cynical view but I'm not so sure that there isn't an element of truth of it. And I think it's - in a setting like this - quite easy to delude

C.M.L. USERS GROUP MEETING

- Malcolm Sharp

The inaugural meeting of people interested in forming a users group at R.D.C. was held on February 17 with 16 people attending. The purpose of the meeting was first to see if enough people were interested in participating in such a group, and secondly to form a steering committee for the purpose of proposing a charter of operations. Both these objectives were met with a good deal of enthusiasm.

During the course of the meeting discussions centered around what C.M.L. could do and how it could be adapted for different purposes. It became evident that there was a need for an orientation program for those who are uninitiated, and a multi-level training program for those wishing to use C.M.L. in some way. Both these concerns will be addressed in future meetings of the Users Group.

one's self and become irrelevant and not even know it. I've seen some genuine human tragedies; people who have got themselves comfortably immersed in what is merely the shadow of the real thing and then as they get a little older, a little sharper and a little bored with teaching first and second year courses, they realize that perhaps they've sold the farm. If you realize that early enough I think that's a good incentive to get your act together and go on with your life and do some significant things. If you let it go too late, I think it's a formula for doing cartwheels off the top of the building. As I said earlier, I do not believe that I have a legitimate right to stand in front of people and tell them how it ought to be unless I'm engaged in it up to my armpits on an ongoing and continuous basis. In any field, visual arts included, things change constantly and you need to stay current, you need to be involved with what's going on now. And art is such a tough profession to make it in that if I'm giving my students stale, outdated information, I'm really putting them behind the 8-ball which I think is genuine irresponsibility. It puts them at a disadvantage that - in many instances I don't think they can overcome. I know the ventures I'm involved in and I've been doing all kinds of things over the past few years. And I don't mean this from an ego tripping point of view, but my resume right now is around ten pages - these things make my life interesting. They keep me alive. It's exciting and it brings an energy back to the classroom and a sense of reality. The students share these experiences with me. They are involved in the joys of it; they are involved in the frustrations; they are involved in a long slow hard slog of making work and self-sacrifice that one needs to endure if you truly do want to achieve something of value.

ED: How else or in what ways do you get a sense of reward or payoff in what you do?

CHUCK: Intrinsically, I feel I've been rewarded in many ways. One of the primary reasons that I came to Red Deer College in 1974 was the fact that it was basically a clean slate. It was a program just beginning at that

time. Ian Cook and Joe Reeder had been here for a couple of years and done an incredible job of getting things initiated. I have had the opportunity to work over these past several years with an extremely strong, cohesive, committed faculty. By the way, a very diverse faculty; everyone in this group has quite a different point of view and approach but at the same time we have a lot of mutual respect and work well together. Hence we have been able to develop the finest program - I believe - of its kind in Canada and I think probably in North America. In my own area - ceramics - I'll put it up against anything on the continent. And, you know, I've had any number of high profile professionals through here who have looked at the program and are in awe. The individuals who have received our students in various professional and continuing school situations have been amazed at their ability to perform. So I feel pretty good about that and I feel that I've built a strong base from which to work and pursue other activities. Another thing that I've done a lot of in the past several years is working within the overall arts community on the provincial and national level. I've been on the Boards of Directors of numbers of organizations and I've been involved in organizing and running national conferences. I've done a lot of work for the students too in terms of getting exhibitions for them on a provincial and national level. I believe strongly that is a responsibility of mine. As I said earlier, I'm not here just to show up for six hours and stand in front of these people. I have a responsibility to look after their long term well being if they have made the commitment to pursuing a career. For the first several years I did little work on my own career as an artist. So the last while, though, I have been able to really work on my career as an artist and it feels very, very good...

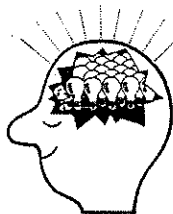
(To be continued in the April/May issue)

"The amount a person uses his imagination is inversely proportional to the amount of punishment he will receive for it."

- Author Unknown

YOU ARE INVITED
TO A
BRAINSTORMING SESSION

Sponsored by the
Research and Writing Support Group



(The research and writing support group exists to encourage and support, through a variety of means, the research and writing efforts of faculty, staff, and students)

The Brainstorming Issue:

Ways of Supporting Research and Writing at RDC
↙ ↑ ↓ ↓ ↓ ↘
Ways that Research and Writing Can
Support Other Purposes, Functions,
and Activities at RDC

(e.g. student development, third year courses, government grants, cultural activities, instructional design, "learning to learn" skills, RDC Press, adult education, curriculum development, College Mission, professional development, internal communications, student travel, synergy, term papers, retirement planning, reassignment, social activities, fundraising, lateral thinking, project proposals, public relations, entrepreneurship, career development, classroom methods, College long range goals, desk top publishing, student publications, sabbaticals, Bricklayer, marking essays, external reports, teaching, DIRECTIONS, etc.)

The brainstorming session session will employ lateral thinking approaches developed by Edward DeBono.

Session A: Tuesday, April 21, 1987
12:15 - 1:00 p.m.
Room 1505

Session B: Thursday, April 23, 1987
1:00 - 1:45 p.m.
Board Room

"Unless we teach thinking skills, the only intellectual activity open to an energetic mind is to be against everything - since this requires the least thinking skill."

- Edward DeBono

A LETTER FOR "DIRECTIONS" - Ved Madan

Please accept my sincere thanks for drawing my attention to the informative article on "Computer Use at Dawson College", which in my opinion should be read by all faculty, support staff and the administration at Red Deer College. I am pleased to learn how the use of microcomputers has spread across the whole College. I applaud the decision of the Senate Committee which passed a recommendation that the mini-computers be installed anywhere they could be used--with no constraints being placed on the pedagogical use of microcomputers and that anyone with a justifiable request for micros be given at least a shot at getting one through capital budget requests. This is the primary reason for Dawson College's enhanced teaching and learning in all areas as disparate as English or Electrotech.

I would like the readers of this letter to carefully review the information presented on a more serious topic governing the field of copyright and the copying of computer software and manuals. As an educational institution, we have the responsibility to demonstrate to students and the community at large that the rights of those engaged in creative pursuits are recognized and respected. Remember "one purchases not the software, but a license to use it". What this means is that the software can be used on any computer owned by the purchaser, but that only the originally purchased program may be used. That is, if you bought one copy of a program and wanted to run it on 20 machines, you can run it on only one machine at a time. The purchaser may not translate the software or documentation into another format. One may not duplicate by any means the manuals or other printed materials without the written consent of the distributor. I, for one, have no desire to teach computer courses using unauthorized software. I would like to stress the following major recommendations, among several as outlined in Dawson's study.

1. That, when and where possible, departments and services purchase a multi-site license, a multi-use license, or a sufficient number of packages to satisfy on-site and off-site use.
2. That NO copies of any software be provided to staff or students, unless the College has acquired authorization to provide these copies.
3. That no software that has been acquired illegally be used on College machines.

There is a great potential for the use of micros; find out who is doing what and let others know what you are doing or intend to do.

DIVISIONAL P.D. REPORTS

VISUAL & PERFORMING ARTS DIVISION - Jim Westergard

Individual Funding Requests Approved

Chuck Wissinger (Art and Design)/to visit colleges in B.C. (March 23-April 2)

Richard O'Brien (Drama)/to attend the Director's Colloquium in Calgary (May 16-22)

Individual Activity and Accomplishments

Joe Reeder (Art and Design)/served as one of five jurors for the Olympic Committee Arts Festival in Calgary (March 26-28)/accompanied Art and Design students on tour of Spain and London (Spring break)/accepted for future exhibit at Cosin & Kilntworth Gallery, Toronto, Ontario

TECHNICAL TRAINING DIVISION - Brad Hemstreet

Individual Funding Requests Approved

Rupert Kirby and Jim Blurton/National Fire Protection Assoc. Conference in Ohio

Rupert Kirby/Water Supplies and Backflow Preventers and Meters in Toronto, March 23-28

Karen Gooding/Ed. Psych. 501 through the U of C from January 7 to April 1

Noel Stevenson/Bendix Air Brake School in Nevada, May 11-15/MT 600 Series Overhaul in Calgary

Ken Boychuk/Sewage Treatment Seminar in Minnesota
Bill Zaleski/AMMCO Wheel Alignment Update in Chicago, January 26-30

Glenda Perry and Terry Card/7th Annual Adult Special Education Conference in Vancouver, February 26-27

Doug Williamson and Dave Biro/Gas Tungsten Arc Welding Pipe & Tubing in Ohio

Brad Hemstreet/Chief E-Z Liner Frame School in Nebraska, March 7-13

Tom Kalls/course requirements for Ed. Pr. 454 from U of A which involves visits to colleges in Kelowna and Victoria in spring 1987

Glen Hill/Hunter Engineering Wheel Alignment in Missouri, April 20-24

Heinrich Ohm/Upgrading in Stone Masonry in Vancouver, April 2-23

Ken Menard and Dave Biro/Certification of Welding Inspectors in Rocky Mountain House, March 11-20

Dave Biro/Welding Metallurgy - Aluminum Welding (correspondence course)

Bob Schatz and Nolan Leavitt/tuition fee for Nacat '87 in California, July 26-30

George Flood/Education Practicum 454 to be completed at SAIT, March 30 - April 16

Ron Hall/Welding Metallurgy in Edmonton, May 4-6
Bob Blackett/tuition fee for 149 Engine Service Training in Edmonton, September 9-11

Don Dixon/tuition fees and expenses for U of A courses: Phys. Ed. 223, Phys. Ed. 382 and Phys. Ed. 499, May 4-29

Individual Activity and Accomplishments

Pat Pattison recently received his Diploma in Adult/Post-Secondary Education from the Department of Industrial and Vocational Education at the University of Alberta. Congratulations, Pat!!

Glen Hill (Automotive) has recently been appointed to the Steering Committee for the Human Resource Study of the Automotive Service and Repair Industry. The study has been commissioned by the Canada Employment and Immigration Commission. The objective of the study is to determine the impact of technological change on the skill requirements of those working within the industry. It will also determine future levels of employment for mechanics, technicians and others in the service trades. The study will assist the decision making process concerning governmental policies pertaining to education in the automotive industry. Glen is the only person on the team representing all of Western Canada.

GENERAL AND DEVELOPMENTAL STUDIES DIVISION

- Carol Neufeld

Individual Funding Requests Approved

Lloyd Graff/International Conference on Computer Assisted Learning

Paul Williams/American Assoc. of Physics Teachers

Joel McCutcheon/short course on Trace Analysis

Ken Wallace/Teaching Effectiveness in the College (Computer Based, Interactive Video)/Negotiation Skills

Department/Divisional Workshops

Several meetings regarding CML Math 130

"Always surprising is the discovery that the opposite of a previously held idea, concept or belief is operative or true. Even more surprising is this: not only is the opposite true, but both the opposite and the previously held idea are operative or true. Nothing could jar our expectations more."

- Albert Rothenberg, "Creative Contradictions" Psychology Today, June 1979

THE LIGHTER SIDE OF MATH ANXIETY - by Paul Dunning, Learning Assistance Centre

"Mr. Kilpatrick, would you follow me please?"

"Sit down and relax. Miss Rhea will be here in a moment to prep your mouth."

The horrors of the dentist chair. Think back to the last time you visited the nerve-grinder and you'll feel what Mr. Kilpatrick feels now.

"Hello, I've come to prep your mouth. Let's see, we're going to have three fillings done and, oh, my, one toothy removed."

"Miss Rhea? You look familiar, Do I know you?"

"Now Mr. Kilpatrick open your mouth and be quiet. I must get this rubber dam in place before Dr. Doom arrives."

"Dr. Doom?!!! I thought his name was Dumekoff."

"Oh yes, just a nickname. Sorry to scare you. Now open up."

"Ahhhhhhh."

"Damn, oh my, damn, oh my. Don't swallow sir, I've dropped my contact lens into your mouth."

"Oahhalklaciiah."

"Hold still. Got it. Just in time too. Here's Dr. Dumekoff."

"Morning Pla."

"Morning Doctor. We're ready for you."

"Let's see. We'll drill this one, then this one, then this one, and for the grande finale, we'll yank this one out. Sound good Mr. Kiltrick?"

"Ahhookaaa."

"I'll have to mark the teeth I'm working on with this overhead projector pencil. I can never remember which ones they are. Third from the back, second from the front... You have trouble with that part as well, don't you Pla?"

"They all look the same to me, Doctor."

"Okay, we'll fill tooth one and two with a mix of 2:1:3 and tooth three with a 1 1/2:2:2 1/2. I'll use a number 12 bit for tooth one and three but a number 10 for tooth two. I think if we mix colour five and colour eight we should match the existing yellow of his teeth quite well. If we hurry we can yank out tooth four and be done by 10:00!"

"Oh Doctor, please be careful, you're starting to twitch and sweat."

"Yes, it's another attack of math anxiety. Happens every time I use more than eight numbers in one minute."

"Shall I get your medicine, Doctor?"

"Good idea. I'll continue though. Must get done by 10:00, oooooowwh. That was a close one, oowwhhh. I've got to stop saying numbers or I'll pass out. Sorry about this Mr. Plikirk. I suffer from severe math anxiety because of an insensitive math instructor I had at Tremor High. If he ever comes here for repairs, I'll show him anxiety. Interesting! He looked a lot like you, but younger and bearded."

"Here's your medicine, Doctor. Is that with soda or straight up?"

"You know I don't drink soda on the job. The bubbles tickle my nose and I might sneeze on a patient. A couple of ice cubes would be nice though."

"Oh Doctor! I think the patient has passed out."

"Good, we can skip the painkiller and save some money. Let's hurry before he comes around."

Later that day Mr. Kilpatrick had to pay \$475.00 before the receptionist at the dental clinic would return his car keys and identification to him. It didn't matter though. He was too weak to drive. Mr. Kilpatrick stumbled slowly back to his office in the mater department at Tremor High - determined to make his math courses less traumatic.

"In every adult there lurks a child—an eternal child, something that is always becoming, is never completed, and calls for increasing care, attention and education. That is the part of the human personality which wants to develop and become whole."

- C.G. Jung

DIRECTIONS

A Faculty Development Newsletter
of Red Deer College

Vol. 3 No. 8

May, 1987

SOME COMMENTS ON THE 1986/87 YEAR - by Dr. Ed Luterbach, President

I would like to take advantage of the opportunity afforded by the DIRECTIONS newsletter to address briefly some elements of the 1986/87 year.

The past year has been a busy and productive one for the College. In addition to the ongoing activities, we have implemented the organizational changes, developed a Strategic Plan, and prepared a draft operating budget for 1987/88 that takes into account the 3% cuts in the Government grants. My office has been a very busy place throughout the past year since, in addition to above activities, I drafted a major discussion paper on the Funding of the Public Colleges and Technical Institutes, and have assumed direct supervision of the Human Resources and the Public Relations Departments.

Successful Students and Programs

Once again we have been fortunate to have on campus a variety of successful students and programs. Examples of successful students include:

- Frederique Boulanger tied for the top mark in the psychiatric nursing and obstetrics courses to be eligible to register with the A.A.R.N.
- Michelle Brown was nominated as a Student Achiever for her extraordinary record of volunteer achievements.

DIRECTIONS is published by the College-wide Professional Development Committee of Red Deer College. The views expressed in the Newsletter are those of individuals and not necessarily those of the College-wide Professional Development Committee.

Deadline for submission for the September DIRECTIONS is August 31, 1987.

Editor: Ed Kamps

- Dawn Marcinek and Scott Cameron were nominated as Student Achievers. Dawn is tutoring a deaf student and Scott is the provincial student representative on the Board of Directors for Alberta Parks and Recreation Association.

At the First Annual Business Competition held at the University of Calgary in January, 1987, Red Deer College Business students were overall winners. With the help of faculty advisors Alan Anderton and Mike O'Hanlon, the two-day business simulation was won by Dwight Jack, Pamela Johnson, and Lorne Doell, and the case analysis was won by Guy Pelletier, Bonnie Finney, and Sheldon Dyck.

Students who have made outstanding contributions to the College and the community are recognized in the following manner:

- the Student Achiever's Breakfast to recognize those students who have made outstanding contributions to their programs and the College
- the K.I.T.E. program to recognize those students (and employees) who most effectively keep in touch with the educational mission of the College
- the Charles S. Noble Award for Student Leadership (recipients this year are Catriona Johnson, Sheila Musgrove, Cindy Stillson and Brent Walker)
- the 'Roy North Award' to recognize those students who contribute their leadership and make outstanding contributions in the field of student political affairs at Red Deer College

Equally as important are the efforts put forth by Faculty. Just to mention a few:

- Doug Swanson's contribution to development of the K.I.T.E. program and Breakfast for Student Achievers
- Kirk Marlow's appointment by the Minister of Culture to serve on the Advisory Board of the Alberta Conservation Committee
- Brian McDonald set up the Mac Users Group, established to promote networking and information sharing among the College staff who use Macintosh computers
- Donna Allan, Sue Jacques, Ed Kamps, Eldon Neu-

feld, Don Snow, Barry Tozer and Glynis Wilson-Boulitbee who contributed their time and effort to the preparation of the College's Strategic Plan

- Birk Sproxton has been elected as a Contributing Editor of *NeWest Review*
- the appointment of Glen Hill, Automotive Instructor, to the Steering Committee for the Human Resource Study of the Automotive Service and Repair Industry
- Joe Reeder received a Canada Council Research Grant to undertake a feasibility study of launching a major exhibit of post-contemporary art to be shown at major institutional galleries in Canada and the U.S.

My personal thanks to each and every one of you who in your own way contribute to the excellence of Red Deer College. Thank you also to the many others whose outstanding contributions I have not singled out, yet who have made a very significant impact upon the well-being of Red Deer College.

Budget Issues

Administration has been able to prepare a budget taking into consideration the 3% cutback. The final draft of the 1987/88 budget will be presented for approval at the May Board of Governors meeting. The College Affairs Committee met at a one-day workshop at the end of April to discuss the five-year capital budget and give consideration to the long range needs of the College. The deliberation will be shared at a Town Hall Meeting this month where I will be seeking feedback that can be taken into consideration by the Board as it develops the five-year capital budget.

Faculty Involvement

I thank you, the Faculty, for your dedication and commitment to the College during the past year. Much credit goes to each of you for coping with the budget cuts, and for maintaining the excellent quality of instruction for which the College is known. It has been a pleasure to deal with the Executive of F.A.R.D.C. and I will endeavor to keep the line of communication open via this Association. I welcome the occasion to meet with Faculty on an informal basis to discuss issues and would welcome opportunities to meet at a Departmental or Divisional level as well. Best wishes to those Faculty and Staff who will soon be commencing their Developmental Leaves and Sabbaticals.

Best wishes for a very enjoyable and relaxing summer.

FACULTY EVALUATION AND DEVELOPMENT by Dr. Donna Allan, Vice-President Academic

I recently attended a conference on faculty evaluation and development. This conference was sponsored by Kansas State University, procedures of the IDEA Instrument, and was designed for two and four year colleges. I also attended a pre-conference workshop on the use of student feedback in faculty evaluation.

One of the most exciting discoveries for me from this conference was to have reinforced again how far ahead Red Deer College is in both faculty evaluation and faculty development. Most of the U.S. colleges are just setting up evaluation systems - up to now the administration has done the only evaluation of faculty. The faculty have not had an opportunity to provide input to their evaluation and most have no idea how the information is gathered, what is gathered, or how it is interpreted.

One key note speaker, Dr. James Hammons, discussed the legal implications of faculty evaluation. Eighty-one points were presented for inclusion for the perfect system. I have this document in my office if anyone would like a copy. Our new system rates very highly on this form so again this reinforces that we are on the right track.

The second keynote speaker was Dr. John Centra, author of the "SIR" student feedback Instrument. The theme of his presentation was how to establish a faculty evaluation system and what components need to be included in a good faculty evaluation system.

I attended small group sessions on post tenure evaluation, an applied College Faculty Evaluation Instrument, Faculty Evaluation in California, Merit Pay in two year colleges and a Peer evaluation model for faculty development. These sessions were all presented by faculty and presented the experiences of their specific colleges. I was particularly impressed by the Merit Pay idea - this was a faculty administered plan. The peer evaluation model for faculty development also has potential for us as we move into more classroom visitations as part of our new evaluation policy.

The pre-conference workshop presented the philosophy behind the IDEA Instrument and also highlighted other student evaluation materials. I plan to obtain copies of these and to request College-wide Professional Standards Committee to review our student feedback Instruments and recommend which ones are most appropriate for us.

I would be pleased to share materials and information obtained with anyone interested.

INFORMATION ON MICROCOMPUTER USER GROUPS - Lexie Loseth (Teachers' Aide)

Red Deer College now has two branches of its Microcomputer User Group--the MAC users and the others (Apple/IBM etc.). Those who have joined either or both groups have recently received their membership cards, and Brian McDonald and Lexie Loseth are presently approaching various businesses to attempt to obtain discounts for the group.

The Apple/IBM branch has completed its survey of members and has compiled the results so that members can find other people who are using similar software and hardware. We hope this will assist our members in finding help when they need it and extend our use of microcomputers.

During recent meetings, the Apple/IBM group discussed possible changes to the computer labs for the fall and supported Don Haldane's request to build a wall to separate the Apple lab from the drop-in lab, build an office for the computer lab assistant, and to expand Room 909 to accommodate 38-40 IBMs and make the drop-in area smaller.

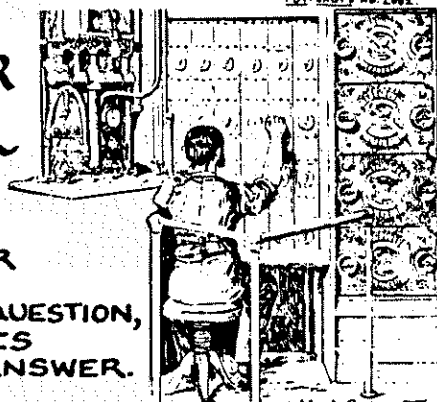
Our meetings are informal and called when needed rather than at a set time. Others who would like to join our group should contact Brian McDonald (MAC users) or Lexie Loseth (Apple/IBM etc. users).

"Inconsistency is the mark of genius."

- Emerson

**MY
COMPUTER
MUST BE
BROKEN ~**

**WHENEVER
I ASK
A WRONG QUESTION,
IT GIVES
A WRONG ANSWER.**



ARTIST AND EDUCATION

(Part 2 of excerpts from a recent interview with Chuck Wissinger, Ceramics)

Ed: Perhaps your activities could be seen in a reciprocal sense in that you are expending a lot of energy into projects but getting payoffs from them in return?

CHUCK: Yes, the payoffs come back in three ways, I think. First of all, any recognition that I may achieve personally reflects back onto the College and the department and makes the people in the broader community more aware of what the College is about... As well, if the reputation of the department and/or ceramics is enhanced, the opportunities for students are increased as well. I think it's often through the reputation of faculty that the students can gain access to situations that otherwise would be denied to them. Then on a personal level, of course, all of these things are rewarding and edifying. I think any number of people in the school could be out there doing these sorts of things and I think it's especially important to get outside of Red Deer because Red Deer just doesn't have the amenities and the energy of the cities. ...No one is going to come to Red Deer to discover you. It just is not going to happen. It's not mainstream. So I don't care what your discipline is or how swift you are, you are going to have to get out there and flog it...

ED: What would you say are some of the more useful aspects of the faculty development program here?

CHUCK: This is probably a much debated issue but I think requiring people to plan on a five year basis is a very good idea. I just saw the movie Platoon the other night and there was a great line in there - something like "if you get your head pointed in the right direction your ass will follow". Planning is critical; if not you tend to go through life like a ball through a pinball machine just bouncing about. If you plan and set specific goals and keep those at the back of your mind I think many times they come to fruition. Sometimes even in spite of yourself. I personally plan on two and five year cycles. On the two year level I plan quite tangible and specific things.

Many of the things that I'm doing now like shows, magazine articles, and so forth, require that much lead time to pull off. Then I also plan on a less tangible, probably more spiritual, five year cycle of the kinds of things that I would like to see happen in terms of my teaching, in terms of my art, or to me as a person... Something that I'd like to see happen is the development of a grant fund. Probably a schmozel to administer but brace yourselves - yes, here it is - based on merit! I'm not much of a socialist. I like to see people earn things. It could be granted for achievements within one's discipline, community involvement at various levels, outstanding teaching, whatever... One other thing that I would like to comment is on that sabbaticals are looked at in a more realistic and mature manner now, I believe. They used to be, in many instances, somewhat of an iron lung. Send someone off for R and R so they can get their shit together. And I really disagree with that use of sabbaticals.

ED: In regard to the "grants", would you see a series of these awards made to faculty each year?

CHUCK: Absolutely. That's where it ought to be. These things should be awarded with some fanfare. A big splash. Let the world know that there are some sharp people in this institution. And I think, perhaps, that would bring out a lot of latent ability. I think we truly in this institution have the potential to become worldclass.

ED: Anything else about the faculty development program at the College here - things that you'd like to see more or less of?

CHUCK: I really appreciate the newsletter Directions. It's really nice to see what other people are doing in other areas. We get so busy and tied up in our own little worlds that we lose track. And it's very, very important to keep in touch and stay aware of what other individuals are doing... One thing that is not directly professional development related - the extraordinary emphasis on 'catching the bad guy' in the evaluation system. A couple of things relative to that. The faculty is fundamentally a union. It might as well be the

AFL-CIO. It's far more union than it is professional association and for the administration (whoever) to nail 'the bad guy' in any meaningful way is like wading through molasses in January and it's probably not worth it. I think that if that energy were placed in supporting 'the good guys', the bad guys probably wouldn't be that much of an issue. Maybe the fact that there are some bad guys, or that we think there are, might be a direct function of an atmosphere that is generated by administration and Board. I would guess that all institutions or groups have pretty much the same dispersion of good guys, middle ground folks and bad guys. I don't think the structure has a lot to do with and I would think that if you took a look you'd probably find some research to support that.

Fundamentally I think there are three types of individuals in any given situation and those are: keeners who do whatever they do probably more for intrinsic reasons than external motivation. Probably they were lucky enough not to grow up in a nice, cosy, middle-class, well fed, overserviced environment. Maybe they had to struggle a bit as kids. Who knows? Then you have a bunch of individuals who have an awful lot of intellectual ability, creative ability, what have you, and who for whatever reason don't really push it as far as they could. Don't come anywhere near their potential. Then you have some folks that you couldn't get to do something even with a gun at their heads. One of the approaches that should be taken here to place more emphasis on supporting the keeners, those individuals who are really achieving and bringing prestige back to the College and opportunities for their students and themselves, this then would become a catalytic factor, providing encouragement for middle-ground group of people to become more active and involved in the College and community in a broader and more significant sense. I'll bet since I've been here at the College over the past 13 years this institution has generated two semi-truck loads of paper dealing with the evaluation issue. It could be a topic for at least a couple of "National Lampoon" issues. It's ludicrous - all of that time, all of that effort - what's changed? Nothing's really changed,

except it keeps a few folks busy. It creates a rather negative, uncomfortable atmosphere within this institution... Red Deer College presents a truly unique situation. I think we are blessed with a virtually boundless opportunity if we get our act together and think about it from the right perspective. Compare the College to the universities. We're far more flexible, we have a lot more mobility, we can accommodate new things, we don't have the factionalism that tends to exist in various faculties, the internal warfare, the entrenched bureaucracies. We've had a lot of artists through here as visiting artists, through the Series program, Artists in Residency and so forth that are truly amazed at the kind of things we are able to do that they wouldn't dream of in their home institutions. I've taught now in four different institutions, the Ohio State University which was 55,000 full-time undergraduate day students, University of Delaware which was around 20,000. Both institutions were big and impersonal. I didn't care much for them as a student or from a teaching point of view. Then I taught in Elmira College in upstate New York, which was a private liberal arts school and then here at Red Deer. I found both of the latter to be much more interesting. They are more human, more alive, and I find them a lot more fun and challenging. The other side of the coin is that we don't - in smaller institutions generally - have massive resources available to us and so we have to try a little harder. We have to be a bit more on our toes. We must go out there and plug ourselves into the broader community and make things happen and in a very proactive manner... There's basically two approaches to this; you can take a PMA approach or the SOS approach. You can PMA (Positive Mental Attitude) or you can trudge along with the same old shit mentality. I personally feel that Red Deer College is nothing more and nothing less than a state of mind. It is exactly what we make it... Another point - just a small matter that's bothered me over the years - ever since I've been here we've brought in dozens and dozens of people to come in and talk to us on a professional development theme and tell us what we ought to be doing, and straighten us out. In reality look at all the talent that we've

got here. Our people should be out there projecting themselves. Again, not from an ego point of view, but this year alone I've done workshops in Grande Prairie, Lethbridge, Edmonton, University of Manitoba, University of Regina, the College of Art, University of Calgary, Banff Centre, Okanagan College, Emily Carr, Victoria and Malaspina plus I have a whole number of other things on the horizon. So it can be done. It's not that big of a deal so we should get on and do it!

"The single most significant message of A Passion for Excellence is this: Treat your people as adults, and they will respond as adults, conscientiously and creatively. Treat them as mindless automatons, treat them with contempt, and they will respond with contempt for you and your product, will respond as automatons. It's as simple as that and as complex as that. It's the obvious again. But it's the obvious that is ignored in schools as well as in the world of goods production and services delivery".

- Tom Peters and Nancy Austin
A Passion For Excellence

"What old means, among other things, is that the past is longer, richer, altogether more immediate and absorbing than the future. It's the yet-to-be and not the once-was that fades into some hazy horizon. And the present is a slippery intersection, unmarked and hazardous, between the two."

- Liz Nichols, Edmonton Journal

"Winning has more to do with being a good, caring, and generous person than with visible and lofty achievement. It is an inclusive, rather than exclusive, educational vision - one that does not focus superior or prideful attention on a narrow band of top achievers, or create a school image based on their great successes. Rather, it is a vision that asks for "extra human effort" on the part of all students and asserts that they are all equally capable of becoming good citizens."

- Bob Mastiruzzi, John F. Kennedy
High School, N.Y. (quoted in A
Passion for Excellence)

MACINTOSH USERS' GROUP - by Brian McDonald

Last fall both the AV Department and the Community Relations Department purchased Macintosh Plus computers. In addition, the AV Department, in conjunction with Red Deer College Press, purchased a Laserwriter Plus printer. These acquisitions, plus the number of faculty and staff having their own Mac's, led to the formation of a Macintosh Users' Group (MUG) at the College. The College MUG has 24 members. MUG is a subdivision of the College's Microcomputer Users' Group which has, in total, about 75 members. At present, efforts are being made to get discounts from various computer stores for the Microcomputer Users' Group members' private purchases. So far Softwarehouse (West) Inc. in Edmonton has agreed. Local stores are still being approached. Softwarehouse has the largest inventory of IBM, Apple, Macintosh, and Atari software in Edmonton and probably in the province.

A questionnaire was sent around to the MUG members to find out what types of Mac's they used, what software they used, and what software they wanted to learn to use. A "User Grid" was compiled which allowed members to see what hardware and software everyone used. The idea of the grid is to increase communication between people using the same software, to let members know who to contact in learning new software and who to contact in case of hardware problems. In addition, the members were supplied with a list of brief descriptions of all the software listed in the grid and a list of members names and phone numbers.

Numerous articles have been circulated to the members. These articles include previews of particular software, computing tips, use of desk accessories, fonts and other utilities, etc. A booklet containing samples of MUG's Imagewriter and laserwriter font library was prepared and distributed so that the members would have some idea of the different print styles available. A few months ago the College's Community Relations Department was kind enough to host a workshop on desktop publishing with the Mac and the laserwriter. This spring MUG will give workshops on the use of Copy II Mac 6.1, Desk Accessory/Font Mover 3.2, Switcher 5.0, the MacPlus RAM cache capability, and MacLightning and Thunder (spelling checker desk accessories). If MUG members want workshops on any other software or Mac hardware, please let Brian McDonald know (3277). Anyone wanting to become a member of MUG should contact Brian.

"Metaphor, far from being a decoration that is added to language, purifies it and restores it to its original nature."

- Claude Levi-Strauss

"Whenever we have in mind the discussion of a new movement in education, it is especially necessary to take the broader, or social, view. Otherwise, changes in the school institution and tradition will be looked at as arbitrary inventions...; at the worst, transitory fads, and, at the best, merely improvements in certain details..."

- John Dewey
School and Society, 1900

"I am convinced that it is not the fear of death, of our lives ending, that haunts our sleep so much as the fear that our lives will not have mattered, that as far as the world is concerned we might as well never have lived. What we miss in our lives, no matter how much we have, is a sense of meaning."

- Harold Kushner, When All You've
Ever Wanted Isn't Enough

DIVISIONAL PROFESSIONAL DEVELOPMENT REPORTSGENERAL AND DEVELOPMENTAL STUDIES - Carol Neufeld
Individual Funding Requests Approved

Art Gagne/Alberta Association for Adult Literacy Conference, Medicine Hat, April 26-28

Eldon Neufeld/"Coming of Age"-10th Annual Symposium on Remedial and Developmental Education, Rochester, N.Y., April 26-28

Carol Neufeld/Alberta College-Institute Faculties Association Conference, Medicine Hat, May 28-30

VISUAL AND PERFORMING ARTS - Jim WestergardIndividual Funding Requests Approved

Joe Reeder (Art & Design)/to accompany students on tour of Spain, February 18-28

Chuck Wissinger (Art & Design)/to visit colleges in B.C.

Jim Westergard (Art & Design)/Invited to print lithographs at Ymagos Atelier, San Paulo, Brasil, May 4-June 25

Wally Foster and Rena Cohen (Drama)/to attend the Stratford Festival in Ontario, May 25-31

Rena Cohen (Drama)/to attend the Directors' Colloquium at U of C, May 16-23

"COLLEAGUES" REQUIRED FOR THE 1987/88 COLLEAGUE NETWORK

What Is the Colleague Network?

The network is basically a mentor program aimed at matching instructors new to Red Deer College with experienced faculty in an informal, supportive relationship.

What Is the Purpose?

The goal of the program is to assist new faculty in becoming oriented to the College and the teaching profession, and to strengthen their skills as teachers. As well, the program provides an opportunity for more senior faculty to make a contribution to the career development of a colleague.

What's Involved?

A faculty member with at least four years of teaching experience at Red Deer College will be matched with an incoming instructor for a one year period, beginning September (or August, if both parties are on campus).

In general, being a "colleague consultant" may include:

- showing the new person around the College and Red Deer
- ensuring they get introduced to other faculty and staff
- inviting and taking them to faculty meetings, socials, etc.
- being available as a sounding board
- sharing one's own experience of career development
- providing ideas and suggestions regarding professional development and evaluation
- providing information regarding whom to go to for what
- and, overall, making a commitment to be available for help in a non-judgmental manner.

More specific expectations include:

- initial contact with the "colleague" as soon as possible in August or September, definitely before classes commence
- participation in a "colleague network" workshop
- participation in a follow-up meeting of colleague consultants
- observation of each other's classes (the classroom visits are not to be used for the purposes of the Dean's evaluation)

Continued...

- assistance around key calendar times, e.g. textbook ordering, course outline preparation, exam marking, students evaluations, professional development
- participation in an evaluation of this program.

The expectations are based on a process which grows out of a desire to help, and an attitude of respect for the integrity of both parties. While the colleague consultant is not a "watchdog", constantly following and supervising, neither does he take the other approach of limiting the relationship to: "if you have any questions, give me a call". A key to this mentoring program is the establishment and building of the relationship.

How Can I Participate?

Contact Ed Kamps, 3396, if you have questions or would like to participate.

"SPRING BREAK-UP" Friday, May 22, 1987

Awards and dinner are included in this employee recognition activity referred to as part of the K.I.T.E. program (Keep In Touch Effectively).

Plan now to be there to raise a "toast" to your colleagues.

"The community college is not a fast food franchise to be skillfully standardized and replicated from Madison Avenue to Tokyo's Ginze. At its best it should spring from local roots and bear the indelible marks of its origin. It should have, in the words of Rene DuBois, a sense of place. It should be proudly local. I realize that today nothing can be local in the old-fashioned sense of "isolation." Today the ideal is to be proudly local but fully aware of how the local fits into larger frameworks."

- John W. Gardner, in "Leadership"
Community Technical, and Junior College
Journal, April/May 1987

"WHAT IN THE WORLD IS GOING ON?"

(Opportunities for Canadians to work, volunteer, or study in developing countries)

This highly informative booklet is available from Ed Kamps or the Canadian Bureau for International Education (613)237-4820.

Contents Include:

SECTION I - Paid and Volunteer Opportunities Abroad

1. Canadian-Based Organizations
2. Foreign-Based Organizations
3. International Organizations
4. Additional Information

SECTION II - Study Exchange and Homestay Programs

SECTION III - Advanced Study and Research Opportunities

SECTION IV - Publications on Work and Study Abroad

1. Volunteer Work
2. Paid Employment
3. Study Abroad
4. General Publications

Appendix - Foreign Embassies and High Commissions in Canada.

"At least one demographic impact will be positive. Institutions will be compelled to become more introspective and analytical, to undertake long-range planning, something they did not have to do in good times. They will be forced to set priorities and develop strategies, overcome institutional inertia and make long-overdue choices - for example, to identify areas of growing student interest and create new programs to replace those for which demand may have fallen off. A consumer orientation will benefit higher education."

- Stewart, I.R. and D.G. Dickason
 "Hard Times Ahead", American Demographics, June, 1979

KILLER PHRASES

Want to stifle creativity? Want to squelch innovation? Want to thwart ideas? Want to stop inventiveness?

NO PROBLEM SOLVING SKILLS HERE begins with the following list:

- A good idea, but...
- Against company policy
- All right in theory
- Be practical
- Costs too much
- Don't start anything yet
- It needs more study
- It's not budgeted
- It's not good enough
- It's not part of your job
- Let's make a survey first
- Let's sit on it for a while
- That's not our problem
- The boss won't go for it
- The old timers won't use it
- Too hard to administer
- We have been doing it this way for a long time and it works
- Why hasn't someone suggested it before if it's a good idea?
- Ahead of the times
- Let's discuss it
- Let's form a committee
- We've never done it that way
- Who else has tried it?

How many times to you use these phrases? How many times do you hear these phrases? Pin them to your bulletin board and count the number of times they are used in a day. Be sensitive to them....learn to catch yourselfdon't use them!

"I make all my decisions on intuition. But then, I must know why I made that decision. I throw a spear into the darkness to find the spear. That is intellect."

- Ingmar Bergman

"The secret of success is constancy of purpose."

- Benjamin Disraeli

FINAL EDITION OF DIRECTIONS FOR 1986/87

NEXT ISSUE, FOR 1987/88, WILL BE OUT IN SEPTEMBER.

Meanwhile,

What do you like about DIRECTIONS?

What would you like to see more of?

What would you like to see less of?

Other suggestions:

Please return to Ed Kamps.