College renewal - new Mission and Goals in sight

The character, culture and effectiveness of large institutions usually depends on how their purpose in life is identified, and how well their progress is planned. Like other colleges, Malaspina works from a Statement of Mission and Goals, which was last reviewed in 1981. Needs change with the times, and as we set our Mission and Goals for the next decade, it is in all our interests that we share in the process.

Since last September, a process has been underway at Malaspina to review the institution’s Mission and Goals. At the same time a review of Mandates for University Colleges has been conducted by the Ministry of Advanced Education, Training and Technology, and has determined that -

- university colleges will be teaching-oriented, not research-oriented as universities are;
- all university colleges will offer comprehensive programming;
- university colleges will operate under the College and Institutes Act, not the University Act;
- university colleges will operate at a lower per-student cost than universities.

The Mission and Goals review at Malaspina has been driven by a 13-member committee chaired by President Rich Johnston and including Sue Benoit and Stu Seifert (BCGEU), Leslie Bishop and Roger Prior (CUPE), Don Stone (MCFA), Pat Robinson and Ross Fraser (Admin), Lynn Sprague (MCSS), Sharron Bercchilde (Regions), Judy Napper, Bhagwan Mayer and Vilma Dube (Board).

In October a facilitator was engaged, and the committee agreed on a consultative process which would include all the college’s constituents.

Since November students and staff at all four campuses and members of their communities, have been responding to survey questionnaires. Their opinions have now been collated and are summarised on the following pages.

Staff, faculty, students and the community are now invited to review the survey findings and join in one last meeting which will conclude the process and finally arrive at a new Mission Statement and Goals.

YOUR PARTICIPATION IS NEEDED

This process happens only once every ten years, so this is your opportunity to help determine Malaspina’s direction through the next decade.

1 Please read the report on the following pages.
2 Continue through to Page 5 where you will be asked to answer two questions.
3 Bring your answers to the final Mission and Goals Decision Day Seminar, as listed on Page 5.

Continued over
Comments listed in order of priority for participants in Mission and Goals Survey

### STUDENTS

**Opinions of Malaspina today - for and against**

<table>
<thead>
<tr>
<th>Positives</th>
<th>Positives</th>
<th>Positives</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Small campus size</td>
<td>2. Community involvement</td>
<td>2. Public access to campus facilities</td>
</tr>
<tr>
<td>5. Attentive and helpful instructors</td>
<td>5. Small campus size</td>
<td>5. Wide selection of courses</td>
</tr>
<tr>
<td>6. Opportunity to attend classes in home community</td>
<td>6. High quality instruction</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Negatives</th>
<th>Negatives</th>
<th>Negatives</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Lack of parking (Nanaimo and Cowichan)</td>
<td>1. Funding constraints</td>
<td>1. Limits on enrollment</td>
</tr>
<tr>
<td>2. Limited course selection and long waitlists for courses</td>
<td>2. Prospect of service cuts</td>
<td>2. Long waitlists for courses</td>
</tr>
<tr>
<td>3. Inadequate campus security</td>
<td>3. Greater commitment to academic programs than to career, technical and vocational programs</td>
<td>3. Inadequate parking (Nanaimo), poor campus layout</td>
</tr>
<tr>
<td>4. Inadequate library facilities</td>
<td>4. Too many steep slopes and steps (Nanaimo)</td>
<td></td>
</tr>
</tbody>
</table>

**Values for the college**

1. Academic excellence
2. Positive learning environment
3. Community involvement and participation

**Institutional values**

1. Academic excellence
2. Achievement of individual goals
3. Critical analysis and thinking
4. Dedication, motivation and tolerance

**Values for students**

1. Analytical and rational thinking
2. Professional work ethic
3. Ability to adapt and be flexible
4. Good oral and written skills
5. Ability to be part of a team

**GOALS - What should Malaspina aim to achieve in the next decade?**

**Student needs**

1. Improved library services
2. Expanded facilities and more resource materials
3. Improved access and availability to computers
4. Modern equipment and tools for Trades and vocational programs
5. More out-of-class/tutorial assistance

**Faculty needs**

1. More money for professional development
2. More time for curriculum development
3. Improved job security
4. Small class size
5. Commitment to a long-term vision for the college

**Community needs**

1. Lower or maintain tuition fees
2. Greater community awareness about course offerings
3. More money for bursaries and scholarships
4. More correspondence and distance education courses
5. More flexible hours

**The future**

1. Larger facility
2. More degree programs
3. More parking (Nanaimo)
4. Upgraded equipment, particularly computers

1. Remain a comprehensive community college
2. Gain university status with full degree granting privileges
3. Remain accessible
4. Maintain a sense of community

**MISSION - What values, beliefs and principles should the institution hold?**

**Community values**

1. Analytical and rational thinking
2. Professional work ethic
3. Ability to adapt and be flexible
4. Good oral and written skills
5. Ability to be part of a team

**Student needs**

1. Improved library services
2. Expanded facilities and more resource materials
3. Improved access and availability to computers
4. Modern equipment and tools for Trades and vocational programs
5. More out-of-class/tutorial assistance

**Faculty needs**

1. More money for professional development
2. More time for curriculum development
3. Improved job security
4. Small class size
5. Commitment to a long-term vision for the college

**Community needs**

1. Lower or maintain tuition fees
2. Greater community awareness about course offerings
3. More money for bursaries and scholarships
4. More correspondence and distance education courses
5. More flexible hours

**The future**

1. Larger facility
2. More degree programs
3. More parking (Nanaimo)
4. Upgraded equipment, particularly computers

1. Remain a comprehensive community college
2. Gain university status with full degree granting privileges
3. Remain accessible
4. Maintain a sense of community

**The future**

1. Larger facility
2. More degree programs
3. More parking (Nanaimo)
4. Upgraded equipment, particularly computers

1. Remain a comprehensive community college
2. Gain university status with full degree granting privileges
3. Remain accessible
4. Maintain a sense of community

5. Responsive to community needs
OUR CONSULTANT REVIEWS THE SURVEY

What the students said

Small class and campus size were seen as positives by many students. Unlike universities, students appreciated the individual attention and the opportunity to get to know other students and instructors personally. Many students commented on the friendly and relaxed atmosphere and on the attentive and helpful instructors. Students in all campuses appeared to appreciate the opportunity to attend classes in their home communities, while those in the satellite campuses noted the reasonable tuition fees.

Lack of parking was seen as a negative by many students in Nanaimo and Cowichan. It was noted that much time is wasted trying to secure a parking space, while cars are placed at risk trying to use the overflow parking in Nanaimo. Students in all campuses expressed concern over the limited selection of and long waitlists for courses. Another widespread concern was inadequate campus security, as many female students did not feel safe after dark.

Budget cuts were seen as a major concern by many students now and in five years. It was felt that budget cuts would exacerbate existing concerns such as inadequate parking, limited course selection and long waitlists. Concern was also expressed about the future role of regional campuses.

Inadequate library services was seen as the major impediment to student learning at all campuses. It was suggested that libraries be expanded, more resource materials be stocked, inter-library loan be made more efficient and hours of operation be extended.

Academic excellence and a positive learning experience were the two most often cited values that students felt the college should be committed to promoting. Other values included community involvement and participation, equality and environmental consciousness and practice.

For many students an ideal Malaspina College in 2005 means a larger facility with more degree programs. In Nanaimo, some students suggested that the college become a university with full degree granting privileges, while others called for more parking and upgraded equipment. There was also a call for more funding for trades and vocational programs. As for the satellite campuses, many students would like the college to offer a wider variety of courses, particularly university transfer, and improve library services.

What faculty and staff said

Comprehensive programming and community involvement were seen as positives by many faculty and staff. It was noted that the college caters to a wide array of interests, while it is responsive to the needs of the community. Accessibility was also seen as a positive, as it was felt the college is open to all, as evidenced by its first-come, first-served registration system. Other positives included small classes, small campus size and high quality instruction.

Funding constraints and the prospect of service cuts were the major negatives identified by faculty and staff. Given this climate, some faculty and staff expressed concern about their continued employment and the future of the college. Another negative was the perception of a greater commitment to academic programs than to career, technical and vocational programs. In Cowichan, several faculty and staff noted the centralized decision-making and power structure and called for greater autonomy for satellite campuses.

More money for professional development and more time for curriculum development were seen by faculty as the two changes that would most increase their commitment and satisfaction and improve student learning. Other suggestions included improved job security, small class sizes and a long-term vision for the college.

Academic excellence, achievement of individual goals and critical analysis and thinking were the values that faculty and staff believe the college should be committed to promoting in the development of students. Academic excellence was also identified by faculty and staff as the major value the college, as an institution, should be committed to promoting. Others included accessibility, comprehensiveness, community involvement and participation.

Decentralized decision-making was the major suggestion by faculty and

Continued over
The continued availability of Community Education courses was the major suggestion by faculty and staff to keep the concept of community alive between the college and the community. Other suggestions included conducting a community needs assessment, increasing community representation on the college board, offering more co-op programs and establishing joint projects and research in the community.

Regional population growth, increasing demand for a post-secondary education and government financial restraint were seen by faculty and staff as the key external forces or trends affecting the college over the next five to ten years. Other trends of note included continued high unemployment, a changing provincial economic base and the growth of private training facilities. It was felt that the province is shifting from an emphasis on natural resources to an emphasis on information, knowledge and services industries and the college should adjust its programs accordingly.

Many faculty and staff said that in 2005 they would like Malaspina College to have stayed a comprehensive community college or have gained university status with full degree granting privileges. Other suggestions included maintaining an open door policy, offering more evening and weekend courses and lowering tuition fees. Faculty were opposed to lowering standards, noting it would compromise quality and the reputation of the college.

What community people said

The availability of community education courses and public access to campus facilities were seen as positives by many community members. With regard to public access, many community members had utilized the library or taken in an art exhibition or play, with several commenting that they would like this privilege continued. Other positives included good accessibility, reasonable tuition fees and a wide selection of courses.

Limits on enrollment and long waitlists for courses were seen as negatives. It was noted that it was more difficult to complete a program within the prescribed period and this has many funding implications for students. In Nanaimo, several community members commented on the inadequate parking and, while valuing the scenic location, complained of poor campus layout with all its steep slopes and steps. At regional campuses, there was the suggestion that in this era of restraint they may suffer disproportionately.

Analytical and rational thinking, a professional work ethic and the ability to adapt and be flexible were all seen by community members as important characteristics for graduates to have. Other important characteristics included good oral and written skills, the ability to work as part of a team and the knowledge to competently operate a computer.

Emphasizing computer and technology skills and teaching analytical and rational thinking were how many community members felt the college could best prepare students to meet the challenges of the 21st century. It was suggested that the college purchase the most advanced computers and make computer orientation mandatory for all students. Other suggestions included placing greater emphasis on trades and vocational programs and providing exposure, experience and opportunity to develop job skills.

More Community Education courses and increased public access to campus facilities were recommended. Several community members suggested that computer labs and learning assistance centres be open to the public. Other means to better serve the community included developing more community awareness about course offerings, encouraging student projects to address community needs and offering child care to single parent families attending the college.

Continued over

Many faculty and staff suggested continuing to lobby the federal and provincial governments for more funding to ensure the budget covers key access areas. Key access areas were seen as adult basic education and first and second year university transfer courses. Suggestions to improve access included maintaining an open door policy, offering more evening and weekend courses and lowering tuition fees. Faculty were opposed to lowering standards, noting it would compromise quality and the reputation of the college.

1,000 questionnaires were mailed to citizens in the regions served by the four campuses - 600 in Nanaimo, 200 in Cowichan and 100 each in Powell River and Parksville-Qualicum. Paid return envelopes were provided. They went to College advisory committees, high school teachers and administrators, high school parent advisory groups, ethnic societies, trade unions, business and industry groups, some individuals, and special interest groups. 94 (9.4%) were returned.
A larger facility with more degree programs was how many community members would like Malaspina College to be in 2005. If students could complete their degrees in their home communities, it was felt that more of them would reside and work in these communities upon graduation. Lower tuition fees, greater community awareness about course offerings and more money for bursaries and scholarships were seen by many community members as the major means to ensure as many people as possible have access to the college. Other suggestions included more correspondence and distance education courses and more flexible hours. With regard to the latter suggestion, it was felt that courses should be offered in the early morning, evening and during the summer, thus enabling single parents and working people to attend.

Your help is needed to take the final step

Now that you've read the survey, please answer these two questions...

1. Based on these findings and your own vision of the future, identify in order of priority the three values, beliefs or guiding principles that should determine the College's direction over the next decade.

   1

   2

   3

2. With these values, beliefs or guiding principles in mind, identify five specific and attainable goals Malaspina should achieve in this period.

   1

   2

   3

   4

   5

The decision-making process

Over the next six weeks, meetings will be held at each of the regional campuses and finally at the Nanaimo campus.

At each meeting, staff, faculty, students and community members will be asked to bring their solutions to the two questions.

At the final seminar in Nanaimo, the recommendations from regional campuses will be included in the formation of a single Mission Statement and up to ten Goals for the institution.

STAFF/FACULTY - Special arrangements have been made so you can attend the May 7 seminar.

BCGEU faculty - please check with your Deans.

The Mission and Goals Seminars

POWELL RIVER
Wednesday April 21
2:30 - 5 p.m. In the Powell River campus gym

PARKSVILLE-QUALICUM
Wednesday April 28
7 p.m at the Parksville-Qualicum campus

COWICHAN
Thursday April 29
7 p.m. Rooms 154 & 155 at the Cowichan campus

NANAIMO
Friday May 7
9 a.m. to 3 p.m. In the Nanaimo campus gym

If you can’t attend, please complete this page and forward it to your Campus Principal. If you will be attending, please advise your Campus Principal so we can anticipate numbers. In Nanaimo contact Diane Deyotte at local 8711.
Malaspina’s loss is BC’s gain

Dieter Thomas, who started Malaspina’s Greenhouse Horticulture Technician program nine years ago, will be moving soon to the Fraser Valley as head of a major new provincial initiative in horticulture education.

Dieter was recently named Director of the Provincial Horticulture Training Centre in Langley, and will be taking up his new duties May 1. A division of Kwantlen College, the Langley Centre represents a huge new investment and a new approach by the Province to horticulture education. The facility comprises 1,400 square metres of new glass greenhouses, a plant nursery and a 3-hole golf course on twenty acres in rural Langley.

Dieter explains that a variety of programs will be offered at the Centre, principally in Greenhouse and Nursery Horticulture, Landscaping, Turfgrass Management and Commercial Floristry. Up to 126 full-time students will begin at the Centre this Fall, and ultimately 350 full-time students and 25 faculty are expected on campus.

The Centre will have close ties to the horticulture industry, Dieter said, and staff and students will be involved with industry in research and trial work, and will experiment with new plant varieties and growing systems.

Education faculty show lead in teaching for Year 2000

The Year 2000 project has radically changed the way elementary education is taught in BC, but who is teaching the teachers to implement the new program?

Malaspina College is contributing significantly by adapting the way new teachers are trained to teach for the Year 2000. Recently the faculty and students demonstrated their new methods to the annual convention of the Western Canadian Association for Student Teaching in Vancouver.

Two teams of students and instructors appeared before the convention - Instructors Trevor Cole and Claudia Petersmeyer with four of their third-year pre-professional year students, and Instructors Jim Montgomery, Virginia Macarthy, Neil Smith, Lin Chimes, Bernie Krynowski and Nancy Randall with five of their fourth-year professional year students.

The Year 2000 concept has dropped the traditional form of teaching subjects as separate disciplines, and now uses a holistic approach which incorporates and inter-relates subjects and has a completely different approach to grading student success.

In 1990 when Year 2000 was introduced, Malaspina’s Education faculty members were already discussing the many implications it had for student instruction.

In 1990 when Year 2000 was introduced, Malaspina’s Education faculty members were already discussing the many implications it had for student instruction.

A survey was conducted by instructors, and students assisted with evaluations and a review of opinions from all the sponsor teachers in the district.

At that time UVic also made some changes to the degree program that Malaspina currently teaches, requiring a blending of several programs. With all these factors in mind, the faculty started last May to define where changes were necessary, and by August had established their new directions.

Since September 1992 the third and fourth-year classes have been working with a new education psychology element in their program, and are integrating student-teacher planning in a way that matches the philosophy of Year 2000.

The results of this shift have been immediately noticed in area schools where Malaspina’s student teachers do their practicums, and these methods formed the basis for the demonstration to delegates from the BC Teachers’ Federation and the BC College of Teachers in Vancouver.
Computers blazing trails in college instruction

"The impact of technology is and will be a major revolutionizing force in the history of education. One has only to consider how the printing press affected reading and writing to understand how technology drives intellectual developments."

Raymond S. Nickerson and Philip P. Zodhiates
Technology In Education; Looking Toward 2020

Doing more with less, the motto for the Nineties, has a special significance for Instructional Computing. When Dean Ian Ross and his committee consider how to spend their annual allotment on computers for the next year, they have not only the mantra from Victoria on their minds, but also the knowledge that technology has a very short life.

Over the last five years Malaspina has spent approximately $1.5 million on classroom instructional computers and software. There are currently approximately 345 computers at all four campuses, about 100 of which are used by administrators.

Malaspina also has a special Computer Demonstration Lab for faculty, with equipment detailed on Page 9.

This year the total available to buy computers is down to $155,000.

"We have to be very creative," said Dean Ross. "Our most important task is to recognize the most important needs of the whole institution, bearing in mind the very diverse curricula being taught here.

"From an institutional perspective, computers are both a means to an end and the end itself; they are a subject of study, and they also offer new depth and breadth to the way we explain theories, concepts and practices of the intrinsic disciplines.

"But we have to face the fact that technology is changing fast, and that new software often demands new hardware - it's a vicious circle."

He also observed that changing technology is affecting traditional ways of doing things, such as library services and audio-visual aids, which are increasingly becoming computerized.

"The distinctions between what computers can do and what other services provide are now overlapping in many areas," he said.

Dean Ross referred to the recent survey done of instructional computing in BC by the Standing Committee on Educational Technology (SCOET). It pointed out that most instructors now teaching in colleges are of pre-computer generations, while most of their students are already computer-literate.

The survey also found that students expect that college will train them on computers and adequately prepare them for the workplace.

"Expectations are high, both from the community and from instructional staff," Dean Ross said. "It is a real challenge to keep up with the resources available to us."

Computers in theology?

Anything is possible, as Philosophy coordinator Bob Lane is showing these days. Computers are getting him into libraries and connecting him to colleagues and learned discussions that were previously unreachable.

The keys are his modem and the Internet network, which connects users with advanced education institutions all over the world. By keying into Internet, Bob has access...
to university libraries and computer-aided searches that would otherwise cost untold dollars and hours.

Bob began when he was writing a paper on "Julius Caesar" for the Shakespeare Festival in Oregon. Internet connected him with Dartmouth University library which has a database of all of Shakespeare's plays, and by using their search program, he was able to study recurring themes in the play.

"I could do in seconds what would have taken me weeks," Bob said. "It is a tremendous tool for academic research - I can track phrases, words and images, and look at context that I couldn't do before."

In his Philosophy studies, Bob now has access to a database of the King James Bible, allowing him easier access than was previously possible by using a concordance.

"I can check quotations instantly, and pursue an idea much more easily than before," he said.

Recently he has also been reading the original pages of ancient books and documents currently on loan to the Library of Congress in Washington from the Vatican.

"A selection of the books were scanned and you can just download a file and read the book, page by page. It is quite an incredible experience to sit here in Nanaimo and see appear before you a sketch of sunspots done by Galileo in 1512 to prove that the sun was not a perfect sphere."

Internet has also connected Bob to 541 members of a Special Interest Group whose specialty is first-century Christianity. They include members from the Hebrew University, Oxford and Pennsylvania, and when exchanging ideas on a theme, Bob could have up to 30 messages from around the world when he connects in the morning.

"The benefits to instruction are indirect, but undeniable," he said. "This kind of connection means an instructor is never isolated; one can now always be immediately aware of the latest developments in your field, and pass those on to your students."

How do you rate on the Daggett Test?

Willard Daggett, director of the International Centre for Leadership in Education, has a test for technological competence.

Using the manufacturer's manual, you have 10 minutes to hook up a VCR to your TV, set the proper time on the VCR and program it to record.

According to Daggett, 10- to 12-year olds complete the test fastest, and high school drop-outs out-perform high school graduates.

Daggett is one of the proponents in the US of a major new emphasis being placed in early education on physics, the underpinning of electronics.

Lynn Hunter demonstrates Autoskill

Computers open doors for many in Literacy program

For the last two years, Malaspina has been helping many people to change their lives thanks to computers and a remarkable teaching innovation.

Autoskill, a computer program developed at the University of Ottawa, was first introduced in adult literacy education at Malaspina in 1990, the International Year of Literacy.

"It is really inspiring to see," said Lynn Hunter, coordinator of the Literacy program. "We have had people of all ages and backgrounds, who for one reason or another missed out on something so many of us take for granted.

"Originally I was not keen on teaching by the phonetic method, but this program really works - we've seen the proof!"

The Autoskill system comprises a software package, a small audio speaker and a set of headphones. The program leads the student at their own pace through a progressive set of exercises by which they learn to match sounds with written language. This recognition process teaches a student the fundamental comprehension between phonetics and writing, applying both to the alphabet and mathematics.

Approximately 50 students are currently enrolled in the reading and math streams at the college, and another 90 pairs of students and tutors are working through the college Volunteer Tutor program in partnership with Literacy Nanaimo.

Malaspina was the first college in western Canada to install Autoskill at all its campuses, thanks to some good connections Lynn Hunter had with colleagues who originated the program. As a result, the Malaspina centre has been demonstrating Autoskill to literacy trainers from all over B.C. and the territories for the last two years, and helping in the establishment of other centres.

The next development is the SARA (Speech Assisted Reading and Writing) system which is a voice-interactive program for people with severe physical handicaps.
Business students take flying start with corporation simulator

Malaspina’s involvement in the recent BC College’s Business Competition demonstrated how computers are giving students advance experience of the competitive world of business.

Using simulation programs, teams of students demonstrated how they would run their own small commuter airline in competition with others, safely carrying the most passengers possible over a maximum number of flight miles, while increasing the share price of their company.

Watched by top executives from four of BC’s major companies, students from 14 colleges had to arrive at the competition with a 10-page business plan, and then follow it through on the computer simulation.

Over the two days of the competition, each member of the 4-person team played a role as CEO, Finance Director, Director of Marketing, and Director of Operations, and had to respond to changing situations pre-programmed into the computer. Afterwards the teams met with the panel of judges and explained their actions.

Malaspina didn’t place in the competition, but Marketing instructor Bruce Ballam said the experience was extremely valuable for the students.

“The students learn how and why decisions are made in business, and of course these relate very closely to everyday life. We use other simulation programs like ‘Corporation’, which are tremendous teaching tools, especially in our Policy course, which concludes the two-year program.”

What’s available in the Faculty Demo Lab

COMPUTERS
MacIntosh: 1 MAC Iici and 1 MACPlus
IBM: 2 486’s attached to the network and 1 486 designed for multi-media

OTHER HARDWARE
1 NTX laser printer (Postscript). To print documents either from the VAX, the demo lab computers or from any computer attached to the faculty server.
1 HPUP laser printer. To print from any computer attached to the faculty network.
1 Logitec 256 hand scanner. To scan pictures into computer images into word processor, desktop publishing program or multi-media presentation.
1 8.5 x 11” flat-bed colour scanner. To scan in colour photographs or documents up to 8.5 x 11” and provide Optical Character Recognition.

A VGA to Video converter. Converts your computer screen signal into video.

A multi-media workstation - equipped with a motion video board (live motion video in a window on your computer screen), a sound card and course-authoring software as well as presentation software. The video board allows you to capture video (still frames) into a computer image file.

A laser disk player. This plays laser disks and the player can be controlled by remote or by the computer.

A VCR for recording computer images or inputting video into a computer.

A TV monitor connected to the VCR, a computer and to the laser disk player.

SOFTWARE
Everything on the faculty server is also available in the demo lab:

Windows programs
Spreadsheets, Excel for Windows, Quatro Pro

Graphics

Colour Lab, Image-In, Astral.

Database
MS Access

Wordprocessing

Word For Windows

DOS based programs:
Word 5.0 Wordperfect 5.1
Quatro Pro DBase IV

SCIENCE AND TECHNOLOGY SHOW RETURNS
Keen interest from regional school children rewarded the many months of preparation invested by Dr. Jim Slater of Physics and his team into the Science and Technology Show presented last month at the Nanaimo Art Gallery. The show included 21 functional models demonstrating principles of physics - including the workings of a computer laid out under glass.
Folding kayak takes campus couple off beaten track

During their adventure-by-kayak around the world last year, Dag Goering (Biology) and Maria Coffey (International) reached some exotic places and met some strange people. At first sight, they were intimidated by the Indian saddhus, or holy men, who they met along the banks of the River Ganges in India. Yet it was often characters such as these who turned out to be the most friendly and hospitable.

"The further we got into remote areas, the more intense and rewarding were our experiences," said Maria of the trip to the South Pacific, India and Africa.

Their folding kayak allowed Dag and Maria to reach places that are inaccessible by other means of transport.

In the Solomon Islands, a little-known South Pacific Archipelago, they paddled along steamy jungle coastlines, encountered sharks and giant turtles, discovered untouched coral reefs and experienced life in traditional leaf hut villages.

In India they paddled one and a half thousand kilometers along the River Ganges - an arduous journey through a vast, dusty, landscape, which gradually turned into a kaleidoscope of magical events.

Then, across the world, in Africa's Rift Valley, they kayaked the length of Lake Malawi, where they survived some wicked storms and had a few too-close-for-comfort encounters with hippos.

Meeting holy men at their devotions on the banks of the Ganges was one of many exotic experiences for Dag Goering and Maria Coffey.

During the course of the journey Dag took five thousand slides, and Maria filled twenty notebooks, which she’s now translating into her second book, "A Boat in our Baggage." The book will be published in 1994 by Little Brown.

They have recently been attracting sell-out audiences to slide shows of their adventures.

Walkathon 2 raises $4,000 for Student Bursary Fund

Participants in the second annual Malaspina College Walkathon raised approximately $4,000 for the Student Bursary Fund on March 12.

Eighty students and staff walked a six-kilometre route around the college and to Colliery Dam Park and back. They raised money through pledges from family, friends and the community.

The fund assists students who are trying to complete a college education with limited financial resources.

Students and staff from the college’s Office Administration program won the award for the group raising the most money. Together they raised $1,430. President Rich Johnston presented them with the annual Top Fundraiser award at the annual Spring Awards ceremony in the theatre March 19.

Students from Mike Armstrong’s Recreation program patrolled the route and helped dispense free pop supplied by Gray Beverage.

Key supporters for the Walk were Linda Tattman, Paul Attwell, Sue Benoit and Rachel Getman of Office Admin.

Representatives of the The Malaspina College Student Society were among the organizers, and staged a barbecue for participants after the event.
From the Editor

In the March edition of Mainly Malaspina we reprinted an essay from the Liberal Arts' department's literary publication "Fleurs Du Mal." The piece was entitled "Miss M" and was written by English instructor Bill Holdom. The essay was included in Mainly Mal because it was thought to be an amusing comment on our new Meridian Mail telephone answering service. However several staff have indicated through letters and personal comments that they didn't find it amusing at all. The following response has been provided.

Dear Bill,

Ms. Meridian dictated this letter into my voice mail. She asked me to print the letter for her as she is unwilling to initiate voice contact with you.

As you may be aware, it is part of my role to assist members of the College community respond effectively to incidents of harassment and discrimination. As you can see from her letter she has decided to provide you with an informal warning rather than initiating the complaint procedure. I am forwarding, for your information, a complete copy of the College's Human Rights Policy and Procedures, as well as our brochure on sexual harassment.

I am available to provide you with education on sexual harassment and specifically sensitize you to the impact of your behaviour on Ms. Meridian. I will give you a call in case you want to discuss this matter.

Sincerely,

Maria Gomes
Advisor Discrimination and Harassment

Dear Mr. W. Holdom,

I am writing to inform you that your conduct towards me is both unwelcome and offensive. I will not tolerate it any longer! This entity has had enough! Your public expression of feelings for me was embarassing and demeaning. Your "playful" heavy breathing into the telephone is not funny. Calling me "your divine Miss M" is both annoying and disrespectful. I am a working entity doing my job to the best of my abilities. Your sexualization of my voice alarms me. Your visualization of me as a woman with "passion", and as having a "bottomless reservoir of emotion and love" for you is wishful thinking. I do not want these delusions carried any further.

The truth is that my voice is the plain, regular voice of an entity doing her job in a business-like manner. It does not "brim with surprise and encouragement," nor does it "massage .. caress .. soothe". If anything my voice is devoid of emotion and tone, an accomplishment which has taken me many years to perfect.

I want you to know that my availability to you as a voice on the phone does not imply any kind of personal relationship between us nor does it represent any interest on my part in developing one. Being available to take your messages and pass them on to you is how I exist in the world and not a sexual invitation of any kind!

This letter is also a warning to you. I am not interested in you. Any attempt on your part to find me is unwelcome. If your conduct towards me does not change I will file a formal complaint and ensure that I do not have to provide you with any services in the future.

This is your one chance to stop treating me as the object you have constructed in your imagination. Any future expression of feelings for me, any inappropriate breathing into the telephone, any attempts to personalize or sexualize our contact - in effect - any failure to respect my digital essence, will immediately result in the formal lodging of a complaint.

Most sincerely,

Ms. I Meridian.

MALASPINA PEOPLE

President Rich Johnston was recently invited by Mejiro Gakuen, one of Malaspina’s associate colleges in Tokyo, to address the annual convocation ceremonies of the Women’s College and the High School. He reports that it was a very impressive experience, with more than a thousand graduates receiving degrees. He also visited our other associate colleges Obirin and Tamagawa University, and Okiyama Women’s College.

The Malaspina Ambassadors have contributed $2,000 to the Scholarship and Bursary Fund as a result of their recent raffle of a Robert Bateman print. The Ambassadors, together with Director of Personnel Peggy Perry, put in many hours at regional shopping malls selling tickets. The print was won by Irene Borza of the Bookstore. Thank you all!

Kevin Roberts (English) was the featured author at the monthly reading at the Hawthorn Bookshop in Victoria in February. Kevin read a collection of his most recent poems in what has become one of Canada’s unique literary gatherings. The works presented at the reading are published in a limited-edition “chapbook” for the occasion.

Dr. John Black (MDS) together with Dr. Steven Dowd of the University of Alabama at Birmingham, have had a joint paper entitled “Teaching Hypothetical-Deductive Reasoning in Radiologic Technology: Explanation Games and Other Classroom Methods” published in the Canadian Journal of Medical Radiation Technology, Volume 23, Number 4.

Trades instructor James Craigdallie (Welding) and Robert Baker (Industry Training and Business Development) were presented with their Provincial Instructor Diplomas March 5 in a ceremony at VCC.

Linda Blackman, an alumni of Malaspina, is returning in the capacity of Employment Equity Coordinator. Ms. Blackman, who went on to complete her B.A. from Western Washington and her M.A. in Sociology from UVic, was recently appointed to the three-month position.

Michael Meade (Political Science) and three of his students, Andrew Bachelder, Allysin Kilbrai and Sona Mapstone were recently invited by UBC’s Institute of International Relations and the Royal Roads Military College to a student conference on international security. The Malaspina students were the first to be invited to the previously UBC-only event.

Malaspina’s Cook Training program continues to prove itself worth its weight in gold, with the naming this month of two 1988 graduates, Cheryl Mishio, now of the Pan Pacific Hotel, and Tammy O’Neil of Victoria’s Ocean Point Resort as the Best and Runner-Up Best Young Chefs in B.C. Also this month instructor George Wagner saw three of his students, Anne-Marie Berrevoets, Edwina Margerison and Satoshi Imazato win three gold medals at the International Culinary Art Show in Victoria.

Instructor Pat Balance reports the Malaspina Hairdressing department monopolized the medals at the recent Upper Island competitions in Nanaimo, winning eight of the nine awards. Top students were Karly Easterbrook, Christina Burrows, Debbie Skene, Lydia Martin, Lorna James and Susan Baril.

MAINLY MALASPINA

Next edition - May 3
Copy deadline - Monday April 19
Deliver contributions by hand, FAX, mail, Email (address PRIOR) or pigeon post to Communications Department, Nanaimo campus.

STRAINS GOINGS-ON

Led by an unidentifiable party in green satin and eye-shadow, the Mummy’s Crew from Physical Plant took the prize at the Ideal Vacation Dream Day in February, left, while the theme for the March Official Fun Day was St. Patrick’s Day Hats. Winners, below) were Dorothy Wallace (Financial Awards), Bill Clark and Jennifer Franklin (Media Services), Mary Laughton (CE) and Anneliese Skoropad (Cafeteria).