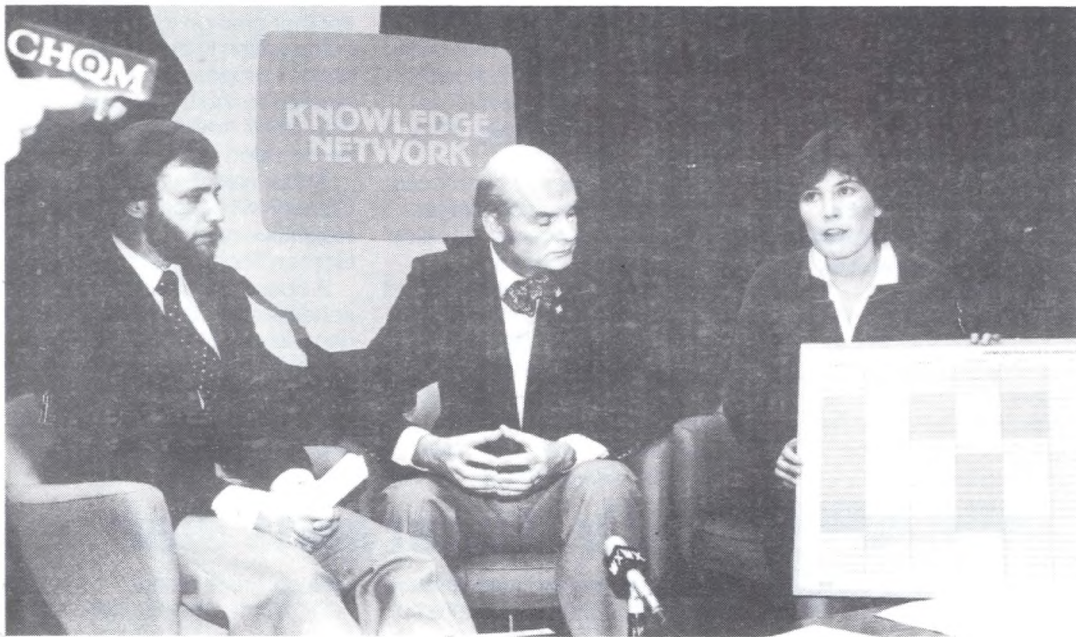


DEVELOPMENTS

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Kathleen Forsythe (right), manager of learning systems of the Knowledge Network of the West (KNOW), elaborates on the network's program schedule during a press conference. Dr. Walter Hardwick (centre), president and chairman of KNOW, and Dave Roach, KNOW's manager of network operations, look on. The press conference, held on Friday at the network's studio at BCIT, followed a 90-minute telecast beamed by satellite to 16 receiving stations around the province.

CINDY LOW PHOTO

KNOW announces program schedule

The Knowledge Network of the West (KNOW), in what chairman and president Dr. Walter Hardwick has called "one of the most ambitious uses of educational television ever undertaken in Canada," announced its demonstration program schedule to begin on Jan. 12, 1981.

Broadcasting via ANIK-B satellite, the network will televise 77 hours a week of credit, credit-support, professional development and general interest education programming to communities throughout B.C., Dr. Hardwick said on Friday.

"Television has never been used this creatively to deliver such a range of educational programming," he said.

"Nowhere in Canada are so many educational institutions and agencies co-operating to ensure that their programs are available throughout a province."

KNOW is the provincial education telecommunications authority created in May, 1980

to establish a province-wide telecommunications system using cable, microwave and instructional television fixed service transmitters, in addition to the satellite.

Programming will be both live and video-taped, with some of the courses designed for interactive instruction — students will be able to speak directly with their instructors in the studio by means of integrated telephone systems.

The January schedule offers a wide range of programs, from a series on home interior designing to sessions in biology and psychology. Live, interactive instruction will focus on professional or career upgrading in areas such as building inspections, aircraft ground crew maintenance and professional development for pharmacists, dentists and teachers.

"In the not too distant future," said Dr. Hardwick, "we will be able to assist delivery of education that ranges from

teaching literacy for adults through to the latest surgical techniques for doctors in remote areas. The possibilities are virtually limitless."

Dr. Hardwick explained that because KNOW functions as a utility, all programming carried on the network is either sponsored or developed by an educational institution or government agency.

"The success of the network depends heavily on the co-operation of the educational agencies, both in learning system development and in the creation of receiving centres throughout the province," said Dr. Hardwick.

He also explained that community colleges and school districts in the participating communities are expected to act as receiving centres for the network. In several communities, students are able to take courses in their own living rooms by means of local cable systems.

Highlights of the announced

schedule, which will see programming available seven days a week, include the "Fast Forward" series on technological advances in telecommunications and their impact on society; "Understanding the Earth"; and "The Body in Question", all from TV-Ontario. Other series will feature schools and children's programs and general educational programs.

Telecasts will be daily including Friday and Saturday and all day Sunday. As part of a comprehensive learning system, some telecourses will be supported by study guides and textbooks.

Dr. Hardwick's announcement of the new schedule was made by means of a 90-minute telecast beamed by satellite from the Network studio at BCIT to 16 receiving stations around the province. Also in attendance were Kathleen Forsythe, manager of learning systems, and Dave Roach, manager of network operations.

Council examines governing legislation

BCIT's Educational Council approved the proposals outlined in the report on legislation governing BCIT, at the council meeting last week.

The report, which addresses such issues as the governance of BCIT, the composition of the council, advisory committees, and the purpose of the institute, received a great deal of attention at the meeting.

According to Pat Maertz, council secretary, discussion surrounding the report consumed the majority of the meeting.

"The legislative report was very thoughtfully debated," said chairman Henry Arthur. "It is my feeling that it (the report) is crucial to the framework within which BCIT operates. I believe the council feels the same way, so the report was given due time and attention at the meeting."

One of the recommendations of the report deals with the governance of the institute. On this issue, the council recommends that the Board of Governors be "ultimately responsible for all functions of the institute, as the body responsible for the distribution of funding," and that the council be "responsible for academic matters."

"This item is important because we must clarify the decision-making responsibilities within the institute," said Arthur. "We must define the responsibilities in an appropriate way. It is appropriate that the council have the responsibility for educational policy and related matters, and that the board handle the financial aspects. A public board should be managing public

money," Arthur said.

The report also recommends that the Educational Council be established by legislation. "If the council is established in legislation, it means the council has a life of its own and an assurance of continuity," said Arthur. "It means we're serious about the Educational Council. It (the legislation) will provide recognition of the council as formal governing body of the institute."

BCIT's statement of purpose, and the advisory committees were among items for inclusion in a legislative package.

Arthur said council decided it was important to protect the faculty/technical staff right to elect a representative to the board, and that there was a need for the council to have a link between the council and Board of Governors. In

response to that need, the council amended the original motion to include the addition of one employee, elected by the Educational Council, and from the council membership to the board.

The council recommended another change to the current composition to the board. The council proposed that a person elected by the Continuing Education Advisory Committee be included on the board.

Arthur said the Educational Council will be forwarding the legislative report to President Gordon Thom for consideration.

A special council meeting is scheduled for Jan. 8, 1981 to complete the Nov. 27 agenda items. The meeting will take place at 6:30 p.m. The location of the meeting was not available at press time.

CAMPUS BRIEFS

Roast turkey and chestnut dressing; baron of beef and yorkshire pudding — just a small sample of the items on the menu for the annual Christmas Buffet. The buffet will take place in the FTC on Dec. 17 beginning at 11 a.m. The second sitting starts at 11:45 a.m. with the final sitting scheduled to get underway at noon. The cost is \$4.50 per person, and tickets are available from the cashiers in the FTC cafeteria and dining room.

The BCIT Alumni Association Board of Directors has undergone some changes, reports President **Jacquie Jones**. **Debbie Cull** replaces **Joan Angrignon** as the treasurer; **Barry McKinney** replaces **Marsh Heinekey** as the Engineering representative; and **Fiona Sudbury** replaces **Morris Steele** as the Health representative to the Educational Council. All three new members were elected.

The Library will be closed on Jan. 1, 3, and 4; open from 8 a.m. to 5 p.m. on Jan. 2; and resume regular hours of operation (8 a.m. to 11 p.m.), beginning Jan. 5.

Education deduction certificates will be mailed out to full-time students, who are eligible for the monthly \$50 tax deduction, beginning Feb. 1, 1981. The certificates will be sent to the student's mailing address currently on file in the Registrar's office. To qualify for the 1980 tax year deduction, students must attend classes for a minimum of three consecutive weeks, and receive a minimum of ten hours of direct instruction each week. The courses must be post-secondary level courses. Students who received a training allowance, free board, or lodging or other payments cannot claim the education deduction.

The Association of Universities and Colleges of Canada now is preparing the 1981 edition of *Inventory*. The association invites faculty and staff to list research, studies, theses, reports, experiments, or innovations in post-secondary education in Canada, in *Inventory*. Projects must be currently underway, or be completed in 1980. Forms and additional information is available from Institutional Planning.

Dr. Hurst joins staff

Dr. Jacqueline Hurst, formerly with York University in Toronto, has joined BCIT's Medical Services staff. Dr. Hurst replaces Dr. Keith Chambers



Dr. Jacqueline Hurst

on a part-time basis.

Dr. Hurst, who has spent the past week acquainting herself with BCIT's medical facility, said that she was impressed with how the facility is set up.

"I enjoy working in educational institutions," she said. "The student age group is a nice bunch, and the faculty also comes in, and that keeps everyone on their toes."

Dr. Hurst, a native of Ottawa, attended McMaster University in Hamilton, Ont., and interned with a family practice in Calgary before she worked part-time at York.

She'll be working from 10:30 a.m. to 2 p.m. on Tuesdays, and all day on Thursdays.

Know of someone who's just won a free course in sky-diving? Or someone who has just been elected to a position in an organization? If you do, and think that it would be a good story for *Developments*, please let us know. And please let us know of any stories you'd like to see in the newsletter. Drop by Trailer 2V, or give us a call at local 738. We'd like to hear from you.

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PERSPECTIVES ON BOARD GOVERNANCE

PREPARING FOR CHANGE

Paper presented to the
Alberta Board of Governors' Seminar
Red Deer, Alberta
October 2, 1980

by

Dennis Barkman
Chairman of the Board of Governors
British Columbia Institute of Technology

PREPARING FOR CHANGE

As we enter the 1980s, education, and particularly post-secondary education, is one of the most volatile issues in domestic politics. And rightly so. No nation can afford to provide college and university education to its citizens without some assurance that the students who graduate from its institutions are employable and able to contribute to the societal health and economic development of the community.

Governing boards are increasingly being called to account for the performance of their institutions and to answer criticisms and demands for service. Boards have responded to this pressure by taking a new look at their responsibilities and functions. By analyzing their own role and by seeking ways in which they can effectively perform their functions, boards have changed their traditional public image from that of ultra-conservative guardians of the public purse to that of a dynamic force in the community with specific functions for which they are accountable to the minister and to the public.

Boards have some generally accepted basic responsibilities; they must ensure that the institution is managed in the public interest and that the activities of the institution are directed toward the purpose for which the institution was created.

But such a simple statement of responsibilities obscures the role that boards will have to play in the next decade if our educational institutions are to fulfill their potential in preparing the community to meet the challenges and opportunities of the years ahead.

In 1967, R.D. Laing wrote, "We live in a moment of history where change is so speeded up that we begin to see the present only when it is already disappearing."¹ In 1980 the rate of change and information is accelerating and we have barely a chance to grasp one new advance in knowledge, one new change in technology, before it is overtaken by another.

How are educational boards going to deal with the stresses and tensions created by change? How can our educational institutions respond to the changes in knowledge, changes in technology, changes in student population, changes in society, changes in politics? These are questions that we are facing now. If we are to continue to respond to the public need, how can we prepare our institutions for this enormous challenge?

Clark Kerr, the chairman of the Carnegie Council on Policy Studies in Higher Education, writes, "the institutions that remain dynamic over these next twenty years are the ones that are going to rise in public acceptance and academic prestige, and there may not be many of them."²

Our charge, as board members, is to keep our institutions dynamic, to provide the leadership that will enable our institutions to survive — not perhaps in the same form as they are today — but continuing to develop the service to the community that has already made a valuable contribution to our provinces and our nation. How do we maintain the impetus that has made our institutions successful? How do we "remain dynamic"? What are some of the issues that we will be dealing with?

There is the student population issue. We all know, for example, that the decline in the number of 18 year olds by 1990 will result in a significant decline in college and university enrolments of this age group. But we must also be aware that during the next ten years the number of people who will return to our institutions for additional education because of career changes will also increase as will the number of students who will continue to update their knowledge base through part-time study. Increasingly we will be dealing with students from different age groups and different life styles encompassing a much greater range of experience than exists in the student populations of today. These differences will bring with them new problems to solve, not only in the methods of program delivery but in the services we provide. Our boards must be able to respond to these changes to ensure that all students, whatever their age, experience and economic background have access to the education they need.

Then there is the educational technology issue. In Alberta and British Columbia we are already very much involved in distance education and the advanced communications systems that are required to support this kind of education. By these means we are able to serve a far wider range of students than could ever be accommodated on our campuses. Technological innovations will eventually affect our campuses and our whole operation. We must prepare for them and take the necessary steps to see that changes benefit and improve the quality of education.

Quality of education is perhaps the most important issue of all — and the most challenging to deal with. Firstly, there is the problem of measurement. By what yardstick can we measure quality? Is it simply a matter of whether our graduates are employable? Is it measurable in terms of hours of instruction or examination results? Secondly, our criteria for "quality" has changed. Since the years we were at school the subjects that were considered essential for a good education no longer seem as important as they once did and other subjects with a different emphasis have taken their place.

Perhaps the impact of change on post-secondary education will not so much affect the subjects taught as it will affect the role of the institutions. As K. Patricia Cross indicates, colleges will not be as concerned with their responsibility for programs which end with a diploma as they will be with their basic responsibility "to prepare undergraduates for their future role as lifelong learners."³ It is a mistake for a board to get involved in the detailed curriculum and administration of an institution, but it is a board's responsibility to ensure that the institution is ready, willing and able to cope with change and to do it without jeopardizing the quality of education offered.

What, then, can we do to set the scene for the next decade? First, we can review our present board structures and then consider ways in which boards can function effectively to give direction for the future.

Board Functions

There are opportunities for a board to function effectively in four major areas, namely: political, community, administrative and educational

Political Functions

Our first task is to communicate with the government through our ministers. Boards must seek the opportunity to become involved in educational policy development at the provincial level. Policy is a great deal easier to make than to change and it is the board's function to provide a two-way communication channel between the minister and institution. Such communication enables the minister to take account of the concerns of individual institutions in policy development and helps to prevent political embarrassment should policies be established which the board considers detrimental to the institution. On the one hand the board must receive and interpret the policies established by the ministry. On the other, it must keep the ministry informed regarding the maintenance and development of the institution and must articulate the plans of the board for the future.

Community Functions

The board must also interface with the community at large, and while representing the interests of the community, the board must guard the integrity of the institution. Beatrice Doser, the chairperson of the Montclair Community College Board of Trustees, Sidney, Michigan, in her article "Changing Roles" describes this role as follows:

"... the board's trust is too broad to be dictated by any segment of the population; its members must represent everyone and somehow arrive at decisions that combine the best interests of the public and the college. They must take seriously the dual responsibility of representing the public in decisions regarding the institution and of defending the institution in the eyes of the public. Their job is to preserve and protect the assets of the college, and one of those is its reputation."⁴

Administrative Function

As a corporation the board is legally responsible for the operation of the institution. One of its major functions is to direct the management of the institution to ensure that the best possible service is provided to the community within the resources available. The matter of resources is of very deep concern to any organization and it is very much a part of a board's function to secure a firm funding base and financial plan for the institution. The board must be satisfied that the budget for the current year will not only allow the institution to accomplish its objectives for that year but will also set the foundation stone for succeeding years. At times of financial restriction it is necessary to work within the prescribed restraints, but to make the present and future effects of the restrictions known to the ministry.

Given the importance of developing budgets to support the educational enterprise, it is also part of the board's function to monitor the business and financial affairs of the institution to ensure that the management is effective in serving the educational program. The institution's business affairs must be conducted efficiently and should enhance the reputation of the institution in the community.

As the body legally responsible for the operation of the institution, the board must function as a court of last resort in cases of appeal against decisions made within the institution. This is a function which most boards approach with the utmost caution; and rightly so, when their decision can become a matter for public debate if an appellant takes a case to the courts. So a board must provide for the eventuality of appeals by developing procedures for dealing with them that will stand up to public examination in the courts. The board may never have to use the procedures, but it must make sure that they are reviewed periodically to ensure that they meet the needs of the institution and that they meet current legal requirements.

Educational Functions

The fourth and most important function of the board is fundamental to the purpose of the institution; it must set the educational direction for the institution within the policy set by the Minister of Education. It must develop a mission statement which publicly states the intentions of the board for carrying out its mandate; it must approve short- and long-range plans for the development of the educational program needed to fulfill its mission and it must ensure that it has a chief executive officer and a supporting administrative team who are not only committed to the policies and plans approved by the board, but who are capable of implementing them. In this respect the board has, of course, the extremely important responsibility for developing a human resources and a facilities development program which will allow the institution to carry out its educational mission. It is probably in the development of human resources that boards will face one of their greatest challenges.

As the knowledge base increases, provision must be made for faculty to update their own qualification to teach — not necessarily by the attainment of higher degrees, but by a continuous program of professional development.

The changes in the student population, with the number of students returning to colleges for retraining eventually overtaking the number of high school graduates, will demand a reorganization of traditional time-frames. William Abbot, editor of the World Future Society's *Careers Tomorrow* newsletter predicts that the separation between work and education will eventually disappear and that by the year 2001,

¹ Laing, R.D., *The Politics of Experience*, Ballentine, New York 1967

² Kerr, Clark, "Key Issues for Higher Education in the 1980s" in *Preparing for the New Decade*, New Directions for Higher Education, Number 28, Jossey-Bass Inc., San Francisco, 1979

³ Cross, K. Patricia, "Responding to Learning Needs" in *Preparing for the New Decade*, New Directions for Education, Number 28, Jossey-Bass Inc., San Francisco, 1979

⁴ Doser, B. "Changing Roles" in *Enhancing Trustee Effectiveness*, W. Meardy (Ed.) New Directions for Community Colleges Number 15, Autumn 1976

there will also be no clear demarcation between education and ordinary living. These changes, which have been taking place since the 1960s along with the increasing use of technology, will change the traditional work pattern of college faculty. As Abbot reports in his article, *Work in the Year 2001*,

"A good method of measuring this change is to compare 'faculty' to a new breed of professionals providing services to the academic as well as the larger community. At the University of Hawaii, the regular faculty members are called 'nine-month employees,' while professionals engaged in year-round service-type duties (which could mean anything from teaching to program planning to administration — or a combination of those skills) have been labeled '11-month employees.' In 1973, the 11-month personnel numerically edged out the nine-month faculty as the university sought to provide more services to more people of varying ages and walks of life."⁵

If our colleges are to continue to succeed, we must not only be aware of these trends but work toward preparing our individual institutions to withstand the stresses and strains by adopting a cooperative approach to labor relations. Faculty and administration must be encouraged to work together in solving the problems and to abandon the adversarial approach which has threatened to destroy so much of what has been achieved in post-secondary education through the college system.

As board members we must also consider the impact of changes in the educational patterns on the campus buildings, physical plant and equipment. To accommodate the different types of program that will be offered and to meet the demands of the changing student populations, our institutions will need to be in normal operation twelve months of the year. Many institutions have already extended their academic year beyond the normal academic year by adding spring and summer sessions, but the number of programs offered in those sessions is generally limited to a selection of the normal offering. By operating on a twelve-month year and on an extended day we can fully utilize our physical facilities. We must realize, however, that the wear and tear on buildings and capital equipment would affect our capital equipment budgets as would the growing rate of obsolescence in machinery and equipment.

Important as these issues are, we must not lose sight of the educational program itself. How can we develop the channels of communication between the institution and the community it serves? How can we keep our institutions in the real world? How can we be forewarned when an existing program is in need of radical change or replacement? How can we be alerted to the need for new programs? How can we keep pace with the advances in knowledge?

To a large extent we must rely on the advice of our faculty and administration, but we need a broader scope than they can provide. We need the direct input from experts in the field.

At BCIT a system of advisory committees has been established whose responsibility it is to advise department heads on the establishment of programs, options and curriculum. They also provide assistance in developing requirements for space, resources, services and facilities for individual programs. In addition, they assess the demand for graduates and obtain feedback on their performance in the field.

These advisory committees, whose members are drawn from business and industry, provide the institute with direct information on the existing and developing needs of the businesses and industries they represent. Their effectiveness is reflected in the outstanding graduate placement rate which has been maintained continuously since the institute was established 16 years ago. The students get the career education they need and business and industry get the graduates they can employ.

The advisory committee system has worked extremely well for BCIT and could be adapted to work in community colleges where there is a mix of academic, occupational and technical programs.

Board Structure

The effectiveness of a board in carrying out its functions, is itself a function of the composition of the board and the constituencies from which its members are drawn.

The relationship of the institution with the Ministry of Education is of prime importance and it is, therefore, essential that the minister and the board, the ministry officials and the administrative staff of the institution, develop a relationship of trust and respect. The minister must, therefore, be able to recommend for appointment a majority of board members from the community at large and he must also have the prerogative of approving the appointment of elected members.

The composition of a board, in terms of the breadth and depth of experience it represents, is of utmost importance and boards would be advised to assess their needs for expertise in a particular area and to keep the minister advised of these needs. Board members are a good source of recommendations for future members and should be encouraged to forward the names of suitable nominees to the chairman for recommendation to the minister at an appropriate opportunity. While such recommendations can not be binding on the minister, appointments should not be made until the chairman of the board has been consulted.

It is useful at this point to look at the structure of boards of different institutions with a view to developing the kind of structure that will give individual boards the representation and expertise they will need to guide their institutions through the next decade.

No single pattern of board composition will suit the needs of all institutions but comparisons are often helpful in assessing one's own particular needs. With this in

mind I will review briefly the structure of the BCIT board in comparison with boards of other post-secondary institutions in British Columbia. You may wish to make a comparison with the structure of the board of your own institution.

Under the BCIT Act, eight of the fifteen members of the board are appointed from the community at large by the Lieutenant Governor on the recommendation of the minister. The remaining seven members are recommended for appointment following an election by various constituent bodies. Of these, three are elected by the chairpersons of the Advisory Committees of the Business Management, Health, and Engineering Divisions, and one of each of the faculty, the support staff, the students and the alumni.

This representation provides a well-rounded perspective on educational matters which is essential if the board is to carry out its educational function effectively.

The following table shows the different compositions of boards of the colleges, provincial institutes, BCIT and the universities:

TABLE
Membership of college, provincial institute
and university boards in British Columbia

	Colleges ¹	Provincial Institutes	BCIT ²	Universities ³
Community at Large	3	9	8	6
School Boards	4			
Advisory Committees			3	
Faculty			1	2
Support Staff			1	1
Students			1	2
Alumni			1	2
Ex Officio				2
TOTAL	7	9	15	15

¹ Administered under the Colleges and Provincial Institutes Act (Totals are minimum numbers allowed under the legislation)

² Administered under the Institute of Technology (British Columbia) Act

³ Administered under the Universities Act

The legislation governing the post-secondary institutions in British Columbia places the institutions firmly under the guardianship of the community and provides a participative role for the "internal" community which varies in strength according to the type of institution.

The internal communities of colleges and provincial institutes designated under the Colleges and Provincial Institutes Act have only the opportunity to advise the board, through a program advisory committee, on educational matters; the president as chief executive officer is required to be present at all board meetings but does not have a vote.

In contrast, the internal community of universities have strong representation on the board; two faculty, two students, one support staff and the president are all voting members.

At BCIT, three of the 15 board members are elected by and from the faculty, support staff and students, but the president is not a voting member of the board.

The three members of the board elected by the chairpersons of the Advisory Committees of each of the three Divisions of Health, Business, and Engineering provide the board with a unique kind of knowledge — they are aware of the needs of industry and they also have an understanding for the educational and training needs.

This knowledge resource is of particular importance to the BCIT board: firstly, because the board, under the BCIT Act, has ultimate responsibility for educational programs and secondly, because it is specialized knowledge which is particularly relevant to technological education.

With the exception of the student and alumni members who are appointed for a one-year term, BCIT board members are appointed for a two-year term and are eligible for one further two-year appointment. This gives a degree of stability and flexibility to the board. However, both in the interests of providing a greater degree of continuity and of providing members with the necessary background they require to deal with increasingly complex issues, it would be most helpful if it were possible for members to be appointed for a third two-year term.

Requirements of Legislation

The legislation governing an institution provides the framework within which a board can function and affects its ability to operate effectively.

Under the BCIT Act the purpose of the institute is to "provide, maintain, operate buildings, equipment, facilities and services for offering and providing courses of instruction in technological subjects". The board has the power and capacity to do anything necessary or required to carry out the purposes of the institute and to administer the property revenue, expenditures, business, and affairs of the institute. These powers are limited, however, by a requirement in certain circumstances to obtain approval from the minister before the board can act. For example, such approvals are required in order for the institute to enter into a lease of land or equipment.

⁵ Abbot, William, "Work in the Year 2001," 1999, *The World of Tomorrow*, E. Cornish (Ed.), World Future Society, Washington, D.C.

The freedom of the board with regard to the budget is also restricted in that the minister not only approves the total budget and the provincial grant, but has the power to alter the allocation of expenses or reduce the budget. Changes in tuition fees are also subject to the approval of the minister.

With regard to the educational program, the board has the ultimate authority at the institute level for establishing educational policies and priorities for approving new programs. The funding of programs is, however, subject to the approval of the ministry and, since the proclamation of the Colleges and Provincial Institutes Act, has also been subject to the approval of the Provincial Councils which are responsible for coordinating and funding programs in the post-secondary system.

For BCIT, an institution which has built its success on its ability to respond to the rapid changes in the world of technology, the complex system of program approvals established under the Colleges and Provincial Institutes Act presents real problems in the extended delays which result from such a system. But, perhaps an even more serious threat to the educational program at the institute is that the council system does not lend itself readily to evaluating specialized technological programs.

The increased bureaucracy that has resulted from the Colleges and Provincial Institutes Act has already affected BCIT and its ability to respond to the needs of the community. But it is one instance of a universal dilemma. The need to coordinate educational programs at the provincial level is generally accepted. But if the energy and creativity that has built our college system is stifled by red tape, our institutions cannot hope to continue developing their role as learning resource centres for the community. And our mission is to serve the community — not a system.

With regard to the responsibilities of the board as an employer, the BCIT Act provides for certification of employees under the Labor Code of B.C. and BCIT employees are organized into two unions; the faculty and technical staff represented by BCIT Staff Society, and the support staff represented by the B.C. Government Employees Union.

These are the parameters in which the BCIT board has to work and to carry out its functions effectively.

Board Effectiveness

While the composition of a board and the length of members' appointments are extremely important, they cannot guarantee effectiveness. The members who make up the board, whatever constituency they represent and however they are appointed, have their own individual areas of expertise. It is the delicate balance of this expertise that provides a basis for effectiveness.

So how does one achieve this balance?

It is tempting to look at the functions of the board and try to select an expert in the area of business or knowledge for each one of those functions. But insistence on filling vacancies on the basis of a rigid list could, in fact, result in the appointment of a group of "experts" at the expense of other perhaps more effective members. A better method may be to set down some simple criteria for membership and appoint members on the basis of their business or industrial experience and their commitment to community service in education. Dr. Pat McGeer, former Minister of Education in B.C. appointed members on the basis of three criteria: fiscal responsibility, success in their business, or industrial work experience and demonstrated interest in education.

Such criteria allow a minister to choose board appointees from an extremely wide spectrum of the community and to choose individuals who have gained their experience in many different organizations. It is, in fact, very much to the advantage of a board to be able to employ appropriate professionals when expert advice is needed. That is not to say, however, that members who are drawn from the professions should not be appointed — only that they should not be appointed purely on the basis of their profession alone.

The duties and responsibilities of a board are so broad in scope that to prevent becoming overwhelmed with administrative detail or involved in the day-to-day operation of the institution a board must focus its attention on establishing direction and policy for the institution. Once policy is established, the board has a responsibility to monitor its implementation to ensure that the intent of the policy is interpreted accurately; but it should not become involved in the implementation process itself.

The point at which the governance function ends and the administrative function begins has been, and will continue to be, difficult for organizations to define. This lack of a clear definition is not peculiar to educational institutions. In 1976, a sub-committee of the American Bar Association published a pamphlet, "The Corporate Director's Guidebook", which recommended that the legal requirement of a board of directors be that the organization be managed "under the direction of a Board of Directors". This has the effect of placing the legal responsibility for ensuring that the organization is properly managed by the board and at the same time relieves the board of the responsibility of "managing".

In the spirit of this recommendation, the BCIT board has attempted to define its responsibilities in order to clarify its role within the institute. It has adopted the principle that the chief executive officer administers the institute under broad guidelines and policy determined by the board. This ensures that the board carries out its legal and statutory responsibilities but provides the chief executive officer with the authority for the day-to-day management and operation of the institute.

This has been the guiding principle, for example, behind the board's role in collective bargaining. In all contract negotiations the board approves the guidelines for the official negotiating team and gives them authority to bargain within those guidelines. Throughout the negotiations the Executive and Personnel Committees of the board are kept fully informed regarding their progress and have an opportunity to discuss the proposed contract before it is presented to the board for ratification. This process protects the board and the individual members from becoming involved in detailed bargaining which is the responsibility of the official negotiating team.

This mode of operation allows the board to focus on major issues, policies and priorities and enables the concentration on major directions and objectives for the institute's development. Each year the board adopts specific tasks it wishes to accomplish in that year and, while these tasks do not detract from the normal business of the board, their existence represents a commitment to certain priorities and objectives.

As part of the reporting structure of the institute, the board has established a system of board committees which are responsible for the detailed examination of proposals, requests, reports and recommendations for submission to the board.

The committees have available to them the resource of the president, who is an ex-officio member of all board committees, and also the vice president responsible for that function of the institute covered by the committee. Additional resource personnel are also consulted in matters where other specialized knowledge is required.

This process allows for detailed discussion of topics in an atmosphere which lends itself to information gathering and, in the ideal situation, the exploration of alternatives in a problem-solving mode. The process requires that the committee membership be carefully chosen in order that the expertise of the various members is used to its best advantage while at the same time providing an orientation in those functions of an educational enterprise to which some members may not have been previously exposed.

The effectiveness of the board in carrying out its functions does not rest alone, however, on the manner in which it conducts its affairs. Besides its responsibility to the minister and the external community, the board is accountable to the internal community; those immediately and personally affected by board actions.

At BCIT we have found that while representation on the board by the faculty, support staff and students provides valuable input, it does not in itself provide a totally satisfactory medium for communicating with the internal community. It is certainly an important part of the communication and decision-making process, but it does not give the kind of institute-wide consultation process that is so desired by faculty and students.

Understandably, these groups have an uneasy feeling that the board is an aloof body which is to a large extent isolated from their real world. Only by some formal process can this uneasiness be alleviated to some degree.

At BCIT we have established an Educational Council, the major purpose of which is to: maintain a continuing review of the educational policies, programs and priorities of the institute and provide recommendations to the president and through the president to the board with respect to new or existing educational policies, programs or priorities.

The council draws representatives from all the component groups of the institute community and has 52 members. This group meets once a month during the academic term and it has the power to create committees on any aspect of business within its terms of reference.

The council has only been in operation since September, 1979. It still has much work to do in developing its own procedures and there is still much to be done to integrate the council and its necessary processes into the processes already in existence within the institute. But it has accomplished one of its major objectives; it is a recognized forum for the discussion of educational issues. In addition, it has proved itself capable of functioning responsibly and effectively.

Considering the complex issues facing boards today, I cannot emphasize enough the need to prepare new board members by providing them with an orientation session as soon as possible after their appointment. The way in which such a session is organized depends upon the individual institution, but at BCIT we have found that the workshop approach where the new members can discuss with members of the senior administration the major issues before the board has been the most helpful.

In describing some of the factors which can assist boards to function effectively, I have referred extensively to the operation of the BCIT board and the steps we are taking to prepare for the exciting years ahead. But each institution must develop its own pattern of operation based on its own individual needs. For each institution is an individual entity, an ecosystem existing in its own unique environment which is itself part of a larger environment. It is this uniqueness that gives each institution its own identity — an identity created by a pattern of forces peculiar to itself. Only by maintaining this identity can we keep our institutions dynamic and enable them to respond effectively to the demands of the changes that lie ahead.

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Racial slurs mar Nigerians' stay here

By Cindy Low

Recent incidents of racist attacks aimed at the Nigerian students enrolled at BCIT have been reported to the police, said Dick Melville, BCIT's director of Public Relations, and the institute's spokesman.

Melville added that the Ministry of Education, the B.C. attorney general, the foreign student agency in Ottawa, the federal government, and the Nigerian high commissioner have all been notified.

The front doors of two Lower Mainland homes, each housing four Nigerian students, and the car of one of the students, were painted early last Sunday with anti-black slogans.

One slogan read "Go home, nigger. KKK," said Melville.

Last Monday, Delicia Crump, president of the B.C. Association for the Advancement of Colored People, directly linked the attacks to the Klu Klux Klan.

"It says KKK on the steps and doors of the houses," she said. "They said 'Niggers get out.' It's the Klan. It has to be."

Crump said that she will ask the federal justice department to take action against the Klan.

Melville, however, said Friday that there has been no confirmation that the attacks were made by the KKK, which has just opened a Vancouver office.

"This could well be anybody," he said. "Anybody can take a spray bomb and say 'Go home, nigger,' and then say it's the KKK."

Melville said that he has been in contact with Dave Cooke, the Vancouver organizer of the Canadian Knights of the KKK, who assured him that the Klan was not involved in the attacks at the Nigerians.

A letter, dated Nov. 26, 1980, from Cooke to Melville, reads in part: "Once again, I would like to assure you that our Klan was in no way involved in the incident concerning your Nigerian students. Staff Sgt. Starek of the (Burnaby) RCMP informed me that the whole thing is being treated as a prank. In my opinion, Delicia Crump is deliberately trying to terrorize these young people in order to further her own ends, and our organization feels this is both dishonest and hypocritical."

"You may give these students my personal guarantee that no member of the Klan wishes to frighten or harm them in any way. We admire these people for wanting to help their own countrymen, which is basically what the Klan wishes to do here," said the letter.

Melville added that Cooke asked him if the administration would stop the Klan from coming on campus.

"I said 'no,' but I asked him

(Cooke) if he could let me know when, and if they do come, so if trouble breaks out, I'll know he's here," said Melville.

"Until they commit an illegal act that's a clear-cut violation of the (Canada) Criminal Code, then we can not and will not take any action," Melville said.

"To attempt to bar them — this group, or any other group, — serves only to give the group publicity that I'm not interested in them getting, at our expense," he said.

A group of Nigerian students met with Tyrone Walls, BCIT's international student advisor, last Monday and expressed concern for their safety as a result of the incidents.

At a later meeting that day, it was discovered that four separate incidents have occurred in the past 10 days, including garbage being dumped on the doorsteps and the lawns of where the students lived, and threatening and obscene phone calls from people identifying themselves as members of the KKK.

In attendance at this second meeting were the students, Melville, Crump, Bob Mason, dean of Engineering, Sid Todd, department head of Mechanical, and Val Karpinsky, housing manager.

"BCIT has taken steps to ensure the safety of the 42 Nigerians on campus, and to

reassure them that BCIT welcomes them and supports them," said Melville.

"We are both embarrassed and saddened that their stay here has been marred through racial slurs," he said, "and I note that all incidents have happened off campus, which, to me, shows the spirit, co-operativeness, and welcome on campus (toward the Nigerian students)."

He added that the administration is concerned about the welfare of the students, and has already assisted six of them who wished to relocate their quarters. The students are now living in a number of homes throughout the Lower Mainland.

Crump, however, was critical of the administration's handling of the situation.

"BCIT's administration is more concerned with protecting its image than protecting its students," she said.

"I am both upset and concerned that Delicia Crump appears to be critical of BCIT administration when so much time and effort has been spent attempting to resolve a problem over which we, basically, have no control," Melville said.

The Nigerian students are all men in their early 20s and are taking engineering courses at BCIT under a joint program of the Nigerian and Canadian governments.

Cougars take bronze medal

The BCIT Cougars have won the bronze medal in the first annual Totem Conference playoffs for two-year post-secondary colleges in B.C.

BCIT finished in third place after regular season play.

Cariboo College defeated BCIT 3-2 on Saturday at Kinsmen Stadium, North Vancouver. Sunday's action pitted BCIT against Okanagan College, to decide third and fourth place. The game, scheduled at BCIT, was called off due to poor field conditions. Both teams will be awarded bronze medals.

In the championship final, Vancouver Community College defeated Cariboo 6-3.

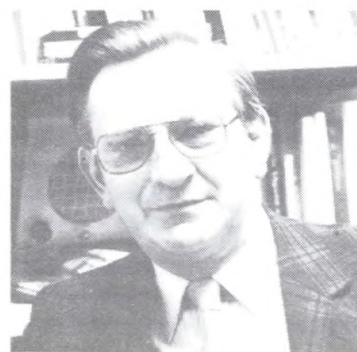
A bit of England reaches BCIT

Allan Kingsbury, a representative from the Department of Education and Science of the English government, took stock of BCIT on the last leg of his tour of North American broadcast education facilities. (The department is the equivalent to B.C.'s Ministry of Education.)

The department's Central Council for Educational Visits and Exchanges sponsors visits in many subject areas, but according to Kingsbury, his was a first in broadcast education.

Kingsbury has been looking at broadcasting in Canada and the United States from the perspective of the professional broadcaster and the educator.

The British Broadcasting Corporation (BBC) and the



Allan Kingsbury

Independent News Service (INS) have a monopoly on broadcasting in Britain, he said.

"It's a closed world, and I'm trying to open it up," he said.

Kingsbury, who sees his role

as a facilitator, hopes to set up programs in Britain for "the demystification of the media," and perhaps organize student and faculty exchanges.

Kingsbury's impressions of BCIT's broadcast facility were "very, very favorable."

"I think that of all the colleges I've seen, BCIT has the best synthesis between skills and broadcast education," he said.

Kingsbury visited a half dozen other educational institutions before he arrived on BCIT's doorstep on Nov. 20. Each visit lasted four or five days, he said.

Kingsbury, who has worked at the BBC, now is an advisor to the BBC and INS, as well as the principal of a residential college near Chester, England.

BCIT Bulletin: December

Information for the BCIT Bulletin can be forwarded to Developments, c/o Public Relations.

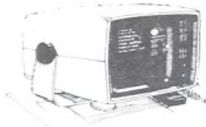
5 BCCLEA 1980 Fall Forum, Delta's River Inn, 9 a.m.



8 NFB Films available for free viewing this week are: "Ice Birds", "Bow and Arrow", and "Hold the Ketchup"

TDC seminar, "Systems Analysis and Design", continues through to Dec. 12
Start of Exam Week

9 TDC seminar, "Word Processing and Office Automation" continues tomorrow



10 Board of Governors' /President's Christmas Reception, 4:30 p.m. - 6:30 p.m., FTC

Board of Governors Meeting, Open Session, 1 p.m., BCIT board room

11 TDC seminar, "Evaluating and Selecting Business Mini/Micro Computers", continues tomorrow

12 Last day for Growlies service; Growlies reopens Jan. 5, 1981

Exam Week ends Friday at 4, Staff Lounge

15 Library is open from 8 a.m. - 5 p.m., through to Dec. 19

TDC seminar, "Installing a Business Mini Computer"

16 Business Division marks meeting



17 Annual Christmas Buffet in FTC, with sittings at 11 a.m., 11:30 a.m., and noon

Health and Engineering Division marks meeting

18 Health Division marks meeting continues



22 Library is open from 8 a.m. - 5 p.m.



23 Library is open from 8 a.m. - 5 p.m.

24 Library closes at noon

25 MERRY CHRISTMAS

26 BOXING DAY



Campus offices closed

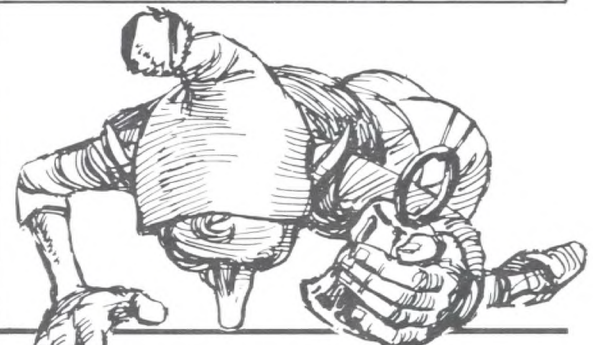
29 Library is open from 8 a.m. - 5 p.m.



30 Library is open from 8 a.m. - 5 p.m.

31 Library closes at noon

HAPPY NEW YEAR



Weekends

Dec. 7: Staff Social Club Children's Christmas Party in the SAC cafeteria and gym, from 1:30 p.m. to 4:30 p.m.

Dec. 13: Staff Social Club Christmas Dance in the SAC, featuring a "gourmet dinner" and live music



Holiday Greetings