

NEWS AND VIEWS FROM COLLEGE OF THE NORTH ATLANTIC

CURRENTS



On hand for the ROI study release were, from left, Minister John Ottenheimer, Pamela Walsh, Moya Cahill and Gary Reardon.

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College makes huge contribution to province

Business sales in Newfoundland and Labrador are \$1.4 billion greater, and labour income is \$668.4 million greater due to the past and present operations of College of the North Atlantic. That's according to a recently completed socio-economic impact study carried out on the college and its activities, the results of which were released during a special 40th anniversary celebration event held in St. John's on June 22.

Speaking at the event were College President Pamela Walsh, Board Chair Moya Cahill, Alumnus and Board member Gary Reardon, and the Honourable John Ottenheimer, Minister of Education.

The Return on Investment study, conducted by CCBenefits Inc., a US-based company that specializes in assessing the economic impacts of educational institutions, proves investing tax dollars in the college system pays huge dividends to the provincial government.

"The results (of the study) indicated strong and positive returns: a rate of return of 13.1%, a benefit/cost ratio of 2.2 (every dollar of provincial tax money invested in CNA today returns \$2.24), and a short payback period of only 9.5 years," says the study.

In the Executive Summary, economists M.

Henry Robison and Kjell A. Christophersen, the study's authors, concluded the college is also a sound investment for students.

"The college enriches the lives of students and increases their lifetime incomes," says the study. "For every full-time year they attend they will earn an additional \$1,934 per year."

"Even though we are publicly funded, we are not a burden to provincial taxpayers. In fact, the opposite is true..."

From an investment standpoint, the study indicates CNA students will enjoy a 9.7% rate of return on their investment. The corresponding benefit/cost ratio is 2.3 (for every \$1 the student invests in a CNA education, he or she will receive a cumulative of \$2.29 in higher

future earnings over the next 30 or so years). The payback period (the time needed to recover all costs) is 13.4 years.

College President Pamela Walsh was enthusiastic about the results of the study.

"We have always known that the college was a good investment for the province and our students," she says. "This study shows strong evidence of that."

"Even though we are publicly funded, we are not a burden to provincial taxpayers. In fact, the opposite is true and the activities undertaken by the college return money to provincial coffers."

"A strong public education system is essential in providing a range of learning opportunities to ensure an educated population," says Minister Ottenheimer. "These opportunities ultimately provide significant social and economic contributions toward the prosperity of our province. The Government of Newfoundland and Labrador will continue to work with and support the excellent work of College of the North Atlantic."

Copies of the study's Executive Summary and Fact Sheet are available on the college website or by contacting Communications Manager Stephen Lee.

When Canada internationalizes, it succeeds



"International education cannot be the work of one country. It is the responsibility and promise of all nations. It calls for free exchange and full collaboration... The knowledge of our citizens is one treasure which grows only when it is shared."

Lyndon B. Johnson, US President, 1966

"The development of distance learning in Canada reflects a number of social and educational themes prevalent in this country. One such theme is universal accessibility, which advocates the principle that learners, regardless of their geographic location and personal or employment situations, have a right to a university education."

Haughey, 1989

"A Canadian company or enterprise with sales of three million dollars a year that is not involved in international business will be out of business."

Gerald Ingersoll, Principal, New Brunswick Community College

In the last issue of *Currents*, we spoke of post-secondary education as a commodity. In this issue, I'd like to address the aspect of internationalization and how this affects post-secondary education in our college, our province, and our country.

The first post-secondary distance education courses in Canada were offered in 1888 through Queen's University in Kingston, Ontario; an example soon followed by universities in British Columbia, Alberta, Saskatchewan, Quebec, and the Atlantic provinces. It is commonly recognized that this practice was the genesis of internationalization; that reaching into the community with accessible service was the beginning of reaching out to and welcoming global communities to take part in the same way.

In a paper prepared for Camosun College in BC, Paulson and Sutherland state that it is this long tradition of college extension and community outreach services that forms the basis of the current thinking in the area of internationalization. They say internationalization in Canadian education began not in response to globalization and economic competitiveness, but in a fundamental notion of cooperation, mutual respect and a shared interest in social development and institutional strengthening between Canadian institutions and their overseas partners.

Globally, the education trade, including services and products, nearly topped \$70 billion by 1995. According to the Newfoundland and Labrador Council on Higher Education, over 1.5 million high school and post-secondary students study abroad each year, contributing an estimated \$28 billion to the economies of their host countries. These numbers are expected to double in the next decade.

Canada's annual international student revenue is estimated at \$3.5 billion. Sounds impressive, right? However, compared to other countries, Canada lags behind.

This is unfortunate, considering that Canada is considered one of the most educated countries in the world, highly respected for delivering quality education.

Then, why the disparity? According to the Canadian Bureau for International Education (CBIE), we as Canadians tend to think of providing education as a domestic issue, therefore not investing time and finances toward building our international portfolio. CBIE believes that Canadian colleges and universities must

invest, and do so together, in order to take advantage of our reputation for quality education and training.

Indeed, some Canadian institutions are reaching for the brass ring. College of the North Atlantic scored Canada's largest international educational cooperation project to date, when we signed a contract in 2001 with the Middle East State of Qatar to build and operate a comprehensive college of technology in that country. Other colleges and universities in Canada are also aggressively pursuing similar outcomes. However, without a cohesive effort, and support from our country's government (and governments), it is apparent that Canada will never top the list of success stories.

Let's take a look at some other countries. According to NAFSA: Association of International Educators, foreign students and their dependants contributed more than \$12.85 billion to the US economy during the academic year 2002-2003, with more than half of them enrolled in community colleges.

The UK is another leader in international education. Its government forecasts that the number of international higher education students in the UK could grow nine-fold over the next 20 years... estimated to be worth £1 billion a year to institutions and £8 billion a year to the UK economy.

Australia has had tremendous success in promoting education overseas. In fact, they have overtaken the US and the UK to become the number one choice for students from several Asian countries.

Tony Crooks, executive director of the Australian Education Office in Washington, DC, believes this is because of the high standard of quality and support services offered at Australian institutions, and its multiculturalism.

One could argue that Canada also has those elements. Yet, the results are disappointing in comparison. Jim Fox, president of CBIE, says other countries, including Canada, lack the wherewithal to get their international education act together.

"Australia's educational marketing strategy has succeeded in making education the country's third largest service export, valued at approximately \$5 billion AUS for tuition fees and living costs alone in 2002," says Fox.

He says the fragmentation of Canada's efforts inhibits us from providing a clear unified picture of our international education

Succeed from 2

capacity to the world. The bottom line? We need structure, marketing, and leadership - from the top.

CBIE has recognized the potential of internationalization in Canada and is making efforts to put much of Australia's strategy into action for us. This year, the bureau is launching a National Survey of International Students in Canada to help better understand their needs. The survey will be administered to 6,000 foreign students at over 40 Canadian universities and colleges, to gather information about their experiences prior to entering the country, and their future plans.

The Association of Canadian Community Colleges (ACCC) reasons that international partnerships made by Canadian institutions give voice, vision, and momentum to rural colleges to help position them where they need to be as a service provider in the global economy; that Canadian colleges and institutes embody the concept of education-industry interface, and that creating learning experiences for students is the core of our business.

In a recent newsletter, ACCC revealed that Canada will be short a million people in the labour force by 2010. What does this mean for the future of Canada?

"The future will belong to our students going out of Canada and to international students arriving. How do we really equip our Canadian students for this future world? We embrace change and build on every opportunity to let our college students learn in an international environment."

From a simple business perspective we should be interested in international students. It's true that we benefit from their talents and in building relationships while they are here, but we can also profit from the potential trade and research possibilities with their home countries once they become alumni. Essentially, we are networking.

Another reason for Newfoundland and Labrador to embrace internationalization is our province's enrollment situation. According to the Department of Education, one of the most serious issues facing this province's post-secondary education system is enrollment decline. The high school population - the bulk of which makes up (or used to make up) the post-secondary body - has been declining for years. Taking advantage of an international population will help alleviate the financial burden at home. Not to mention the residual benefits of providing our students with a

unique experience, generating economic activity, and increasing our own cultural diversity.

The holdup may be due to a financial bottom line. In order for business, education and economy to take advantage of this country's potential, we need help.

There are obvious conclusions here. We (as an institution... a business... an interested party of our economy) are required to make a cohesive effort to drive this country to the top of the global education realm. We need to assist CBIE and ACCC in lobbying government to get our collective butts in gear. Canada has no cohesive national strategy with which to attract international students, and as a result, we are missing out on a plethora of opportunity.

In the meantime, such institutions as College of the North Atlantic have become models of success in the global education community, with curriculum and training services offered in countries such as Qatar, China, India, Central America, Vietnam, Barbados, among others, and with students coming to us from countries such as Mexico, China, Qatar, Jamaica and Africa. We have struggled with the challenges of doing so without the national structure in place and with limited funding.

Imagine what could be done if the support system were there... the possibilities are staggering!

Tanya Alexander
Public Information Officer

Letter to the Editor

Tanya:

It is refreshing to see in our spring issue of "Currents" an article such as Bob Hearn's "Students as customers: Bah Humbug!" and what Bob refers to as mis-guided generalizations. Akin to Bob's theme, we need to remind ourselves that colleges were at one time called "community colleges" and while not important in name, we must make every effort to keep the "community" in the college. Concomitantly, we must remind ourselves that a "public" college is not a business and consequently should not function as such. Articles such as Bob's help to create drag on the pendulum that sometimes tries to swing beyond its length.

College of the North Atlantic must be seen as one of our most valued institutional resources contributing to each of the cultural, social and economic importance of community development and the holistic wellness of society. Collectively we must learn to operate and invest in it accordingly.

Bob Simms
Happy Valley-Goose Bay campus

Editor's Note

Many of the stories in this edition of Currents were contributed by Melissa O'Quinn, a first-year journalism student who performed her work-term with our department.

We want to thank Melissa for her excellent work and contribution to our newsletter and our college. She is a fine example of the calibre of students we are producing here at College of the North Atlantic.

Challenges overcome in on-line course

When instructor Adrienne Goodman first faced the challenge of teaching a course such as CM2200 Oral Communications online, she realized that it would be a challenge. After several semesters of teaching online, however, many of these problems have been resolved and the difficulty now faced is managing the exceptional amount of dialogue.

Goodman admitted she was skeptical of how successful an online version of the traditional classroom course could be in getting students involved in meaningful online dialogue. She largely credits the success to the design of the course which includes a variety of synchronous (real time) and asynchronous (delayed) communications tools. Goodman uses a combination of WebCT tools including: discussions, online chats, e-mail, videoconferencing and videotapes.

"The staff of the Distributed Learning Centre have been a tremendous asset in helping me identify strategies to engage the students and manage the information," says Goodman.

Instructional Designer Theresa Pittman credits a large portion of the success to Adrienne's willingness to try everything before ruling out anything.

The overall goal behind the course design is to create a learning community atmosphere where students can learn from the instructor, the resources, and equally important, from each other. One technique that has been successful in engaging students in conversation is an online version of the popular icebreaker game "Two truths and a lie." Students quickly start to network and this interaction helps them progress through the remainder of the course objectives.

"Oral communication skills are still very important in the workplace today, but students also need to develop good online communication skills," says Goodman.

This course provides them with additional skills that will further enhance their employment options.



The digital animation feature Bland Date - starring God and the Devil - won first place at the third annual Animediafest digital animation festival held in Halifax.

Bland Date takes first place

By Melissa O'Quinn

The Nova Scotia Community College (NSCC) held its third annual Animediafest, a festival for the Atlantic-Canadian media community, in Truro in May.

College of the North Atlantic's (CNA) 2004 Digital Animation (DA) class, Bay St. George campus, participated under the Group Animation category, and walked away with the first place trophy.

Although it was the third year for the festival, it was the first time CNA's Digital Animation class took part. Not a bad way to begin.

Their entry was a piece entitled Bland Date – a spoof of the famous television dating show Blind Date. In this particular episode, the host, Roger Lodger Dodge, whose name is a spoof as well, sets up a date between the most unthinkable personalities: God, and a female version of the devil, Lucy.

The outcome is inevitable as Lucy thinks God is a pansy, and God thinks Lucy is the greatest thing since sliced bread – temptations included.

Scott Gillis, a current first-year DA student, attended the festival to cheer his school on

and says the audience's response would have been reward enough.

"It was a great experience to learn what people are looking for and what the competition is like on the mainland," says Gillis.

The festival's keynote speaker was Wayne Gilbert, who worked for 10 years as head of Sheridan College's world-renowned animation department. He was full of compliments when it came to CNA's project.

"Bland Date is a well-paced and very funny spoof with an edgy mix of subtle and definitely-not-subtle humour," he says.

Gilbert is known for his work at Disney Canada, and Industrial Light and Magic, a major film production company in San Francisco founded by George Lucas, creator of some of Hollywood's biggest blockbusters (Star Wars, Indiana Jones and Jurassic Park to name a few). Gilbert's company, Anamie Inc., is in pre-production for its first animated feature film titled Tangel.

Due to the success of the festival – students, educators and professionals from each of the Atlantic provinces were in attendance – organizer Peter Labelle strongly supports the idea of circulating the event to different colleges each year, starting as early as 2006.

Public given an education on education

In regards to post-secondary education, it seems it's the students who ask the majority of questions. But what about the parents - don't they have questions too? College of the North Atlantic thought they might and decided to give the entire public an education on... education.

College Night, which took place on March 18, hosted at each of College of the North Atlantic's (CNA) 17 campuses across Newfoundland and Labrador, was a first-time event offering information seminars to educate the public on school-related issues such as Ways to Fund Your Education, the Application and Admissions Process, and Programs and Services.

"From my perspective, this was a resounding success," says Kerry Thorne, Student Development Officer, Prince Philip Drive (PPD) campus. "At PPD, counts were roughly 300 people."

The sessions presented a mixture of infor-

mation to everyone involved and also allowed each campus to stay current on what students need to know.

Shirley Woodward, CNA's Manager of Student Recruitment and Enrollment Services, was responsible for planning College Night and feels it was an ideal way to inform not only present and/or potential students, but parents, guardians and spouses as well.

"This was our first time holding a college-wide event such as this, and I think everyone involved benefited from the sessions. There was something for everybody," says Woodward.

The main focus of the event was to notify people about CNA's educational opportunities, but there were also informative sessions on student loans, with discussions on how students can obtain loans or how they can repay existing ones.

Between the refreshments, entertainment and information seminars, College Night accomplished its goal of educating the public

and even paved the way for some interested students, as applications were accepted during the course of the evening.

Woodward says all in all, the night was a complete success and plans to make it an annual event. The next College Night will be scheduled for November.

Wood takes new position

Under the banner of Hospitality Newfoundland and Labrador, Dr. Greg Wood, an Adventure Tourism instructor at College of the North Atlantic's Corner Brook campus, has recently been

seconded to the position of Executive Director of the newly created Gros Morne Institute for Sustainable Tourism (GMIST), a centre of excellence for sustainable nature-based tourism.



Dr. Greg Wood

Working along with an executive committee and an advisory board, Wood will be responsible for the overall planning, management and supervision of GMIST, which includes the development and administration of its programs and activities.

GMIST will be delivered from Gros Morne National Park and will develop training programs for three tourism industry streams: adventure tourism and business development, sustainable tourism techniques and practices, and natural/cultural experience-based tourism.

For more information about GMIST, contact Dr. Greg Wood, Executive Director of the Gros Morne Institute of Sustainable Tourism, by phone at (709) 458-3216, or by e-mail: greg.wood@gmist.ca.

Alumni Update

Faculty and Staff Survey

Thanks to everyone who participated. The feedback and suggestions were terrific and we'll be sure to use many of your suggestions for promotion! Congratulations to Pat Marshall and Catherine Moss who won the fleece jackets.

New Alumni website up and running

Visit www.cna.nl.ca and be sure to register as an Alumni Association member or leader (if you did not participate in the survey). And stay tuned as we continue to improve and introduce services for alumni. We'll be offering prizes and giveaways all summer!

Graduation Participation and CNA Diploma Frames

The Alumni Office is pleased to introduce CNA diploma and certificate frames. Available at each campus graduation or at the Alumni Office at Prince Philip Drive we hope alumni (both old and new!) will want to display their accomplishments with pride.

And this year each graduate will be given a copy of the Top 10 Reasons to be Proud CNA Alumni.

Your feedback, comments and questions are always welcome. Please visit us online or email alumni@cna.nl.ca

Laura Edwards
Manager, Alumni and Advancement

College adopting Balanced Scorecard

The Accountability Steering Committee (ASC) is recommending the adoption of and use of the Balanced Scorecard® as the foundation of College of the North Atlantic's accountability and continuous improvement program. This approach will also be reflected in the 2003-2004 Annual Report.

The Balanced Scorecard (BSC) system, developed by Harvard Professors Robert Kaplan and David Norton, translates an organization's strategic mission, vision and goals into a set of key performance indicators (KPIs). It provides decision-makers with a tool to monitor their organization's performance and to focus on those areas critical to the organization's success. The BSC is used to measure performance by more than half of the Fortune 1000 companies and, increasingly, by publicly-funded and not-for-profit organizations.

KPIs are organized into four discrete functional performance categories: Financial,

Customers and Stakeholders, Process, and Learning and Growth. Some KPIs are used to measure an organization's progress towards articulated goals, while others are used to measure long term drivers of organizational success.

KPIs consist of a series of sub-indicators that collectively produce a KPI score. Essentially, sub-indicators are comprised of readily accessible organizational data that best capture an organization's performance in a specific functional area. Performance is assessed based on the organization's ability to achieve specifically targeted results in each functional area. So, for example, an obvious indicator of the success of the college's overall enrollment management activities would be its ability to meet or exceed predefined enrollment targets. Of course, enrollment management and its various elements are but one sub-indicator of the key performance indicator

the ASC has defined as Student Success.

After extensive consultation with stakeholders (internal and external) and much deliberation at the committee level, the ASC is recommending the adoption of eight KPIs:

Accessibility, Student Success, Graduate Success, Stakeholder Satisfaction, Responsiveness to Communities and Global Markets, Strategic Human Resource Development, Corporate Governance and Accountability, Responsible and Effective Resource Management

Collectively, the recommended KPIs capture the essence of the college, and its extant activities. They dovetail neatly with the critical success factors identified by stakeholders and with the strategic directions developed by management and endorsed by the college's Board of Governors.

Artists show works at international event

By Melissa O'Quinn

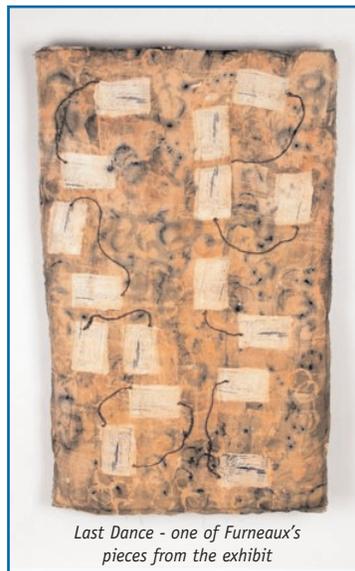
Having your art work displayed at a local gallery in your hometown would be quite a rewarding experience. But imagine the excitement you would feel if it was displayed at an exhibition in Washington.

This past September, Washington, D.C.'s Canadian Embassy gave the Craft Council Gallery of St. John's (a chapter of the Craft Council of Newfoundland and Labrador) the chance to experience that feeling by inviting them to an international exhibition.

Currents, a name chosen to reflect the changes and growth of Newfoundland and Labrador's artists, showcased the visions of 14 craft makers whose motivations were drawn from the province's coastlines and cultures, characters and communities.

Of the 14 artists represented, eight were from Newfoundland and Labrador. That being an accomplishment in itself, College of the North Atlantic (CNA) also took pride in the fact that all eight artists previously received craft and art training from CNA through programs such as Textile Studies, Visual Arts and Heritage Crafts.

Susan Furneaux, a previous graduate of the Textile Studies program, offered by CNA at the Anna Templeton Centre for Craft Art and Design in St. John's, was invited to not only be part of the exhibition, but to speak on



Last Dance - one of Furneaux's pieces from the exhibit

behalf of the Craft Council Gallery of Newfoundland and Labrador.

"I was honored to be invited to speak at the embassy, and proud to be a representative of Newfoundland and Labrador's hardworking and talented craftspeople," says Furneaux.

Furneaux, now an instructor of CNA's Textile Studies program, says events like this are an example of how fundamental the college's craft and art training is to the people of this province.

Along with Furneaux, seven other Newfoundlanders and Labradorians had their

work displayed. Among them was Michael Massie, a Corner Brook resident who is a graduate of CNA's Visual Arts program (previously Westviking), who sold a piece of his work.

"These events are always good for exposure," says Massie. "People see your work, regardless if it sells or not, your name is getting out there."

Talent is one of the key contributors to an artist's success. Education is another. And while the province is truly rich in talent, it is also rich in the quality education it provides.

"We must continue to support the arts as a viable industry in our province, as it is crucial to keeping our culture alive, as well as our economy," says Pamela Walsh, CNA president.

Furneaux couldn't agree more. She says the education she received from CNA is the foundation on which she has built her career.

"I would like to thank the college for this and I hope that many future Newfoundland and Labrador craftspeople and artists have the same educational opportunity," she says.

The exhibition jury used consistency of quality, distinctive contemporary style and personal visions to judge the exhibits. As a result, the eight Newfoundland and Labrador artists were given the chance to sell their work so it could be displayed elsewhere – in people's homes.

Farrell takes new position with APCCC

Cyril Farrell, College of the North Atlantic's (CNA) Director of Programs, has accepted the position of Executive Director of the Atlantic Provinces Community Colleges Consortium (APCCC) effective June 1, 2004.

The APCCC was established in August 1998 by the four Atlantic Community Colleges and the four provincial departments responsible for advanced education. Their goal is to foster collaboration and cooperation among community colleges in Atlantic Canada.

The APCCC operates under a Board comprised of the President/CEOs of the four colleges and the Assistant Deputy Ministers of the four government departments responsible for advanced education/training in the Atlantic region.

Recently, we sat down with Mr. Farrell to get his opinion on his new job with the APCCC.

Q: What will be your role at the APCCC?

A: My role will be to support the work of the board by building partnerships and collaborative networks, organizing APCCC activities, conducting research, providing advice and direction to the board, managing projects, liaising with other organizations, and generally working to advance the collective efforts of the region's community colleges.

Q: So, what are your thoughts on leaving CNA?

A: Mixed. I've been with the college system in Newfoundland and Labrador for 29 years. I feel very fortunate to have had an employer during this period that has provided me with opportunities to participate in many

challenging positions, to grow professionally and to work with first rate educators and support staff.

To leave an organization like College of the North Atlantic, that has provided me with so much, was not an easy decision. However, I am not gone completely. College of the North Atlantic is part of the consortium. I will just serve CNA from a different perspective by seeking ways that the college can benefit from the work of others as well as looking to find ways that others can learn from CNA. And my office will be at the Grand Falls-Windsor campus, so I feel right at home.

Q: Why did you make the decision to change positions at this point in your career?

A: The decision was made for both personal and professional reasons. As Director of Programs for CNA, my office was in Stephenville. However, my family and home is in Grand Falls-Windsor. For the past two years I have spent a considerable amount of time away from my wife and daughter. Although there will be some travel involved, this position allows me to work and live in Grand Falls-Windsor. On the professional side, this position will allow me to interact with educators from four provinces on a regular basis. This will be a new learning experience for me, and one that I welcome. I have always found it rewarding to engage in new initiatives and this position provides a great opportunity for that.

Q: What are some of the biggest accomplishments you've had at CNA - whether for the college or for yourself?

A: I am not sure I am qualified to answer that question. Alone, I probably haven't made many. However, by working with many wonderful people, we have accomplished a lot. CNA is a great college with many great programs and services. We are well recognized provincially, nationally and internationally for the work we do. I just returned from a national conference where there were colleges from all over Canada and I can assure you that we are among the best, and are recognized by many as fitting that category.

Q: What are your thoughts on the college in general?

A: CNA is a quality institution that is student-centered, and I believe one that employees are proud to be part of. Our students are very successful and contribute greatly to the economy of the province. I am proud to be part of this college and will continue to promote it in my new role.

Previous Director of Student Services, Brian Tobin, has accepted the position of the newly developed Director of Programs and Services (a combination of the previous Director of Programs and Director of Student Services). Tobin has made significant contributions to program and service initiatives, working very closely with Farrell over the past two years.

As well, Marian Andrews will be the new Associate Director of Programs and Services and says she looks forward to the challenges of serving in this expanded role.

College of the North Atlantic would like to congratulate Cyril, Brian and Marian on their new positions.

Accreditation received



John Oates, ADA, instructors, students and staff of the Ridge Road campus were delighted to be presented once again with Accreditation Certificates by the Barry Tucker, President of the Association of Engineering Technicians & Technologists of Newfoundland and Labrador Inc. (AETTNL). Mr. Tucker stated that College of the North Atlantic is one of the best training colleges in Canada and students should be grateful that accreditation has impacted on the high quality of programs provided. Mr. Tucker presented the Accreditation Certificates to Cluny Way (pictured), Architectural, Peter Tobin, Geomatics, Harry Brown, Civil, and Derek Newman, Petroleum.

College students shine at Skills Canada

College of the North Atlantic (CNA) students fared extremely well at the 10th Canadian Skills Competition held in Winnipeg, Manitoba in May. Categories ranged from electronics to carpentry, from industrial design to aircraft maintenance, and CNA students were well-prepared, to say the least.

Geri Coady, Prince Philip Drive (PPD) campus, walked away with the Gold medal for Internet Web Design, and qualifies for the World Skills Competition in Helsinki, Finland in 2005.

Crystal King, also from PPD, took home the Silver medal for IT Software Application; Pat Lafreniere, Ridge Road campus, took home a Bronze medal for Architectural Design, and Danny Chapman, PPD, also won a Bronze medal for his efforts in the Graphic Design category.

The competition categories at the World Skills event differ from year to year. In 2003, the 9th Canadian Skills Competition saw winners who didn't get the opportunity to move forward to the internationals because of the lack of the categories.

As a result, a number of students who were unable to compete last year will have the chance to test their skills in their respective categories this year, as their categories are listed this time around.

CNA is proud to be a contributor to all its students who participated. Providing today's industry with trained professionals is one thing – having these students rewarded for their own hard work, through our programs, is another.

WUSC helping students

By Tanya Alexander

Since its inception in 1978, the World University Service of Canada (WUSC) has enabled over 700 refugee students from around the world to pursue their studies at Canadian post-secondary institutions.

College of the North Atlantic (CNA) has been accepting WUSC students throughout this time. We welcome these unique international students into our college, assuming their full tuition and accommodation costs for

one year. At the end of that year, students are able to use their "landed immigrant status" to stay in the country and continue their studies. They are then required to apply for Canada Student Loans to continue on with school.

Many of these students come from war-torn countries and are exhausted and traumatized by the time they arrive here; counselling and mentoring are provided to help ease the transition. In some cases, the WUSC program

has saved these individuals' lives. To not only have the opportunity to live without fear, but to have access to education is something of which they dared not dream.

Elsie Kwizera is enrolled at College of the North Atlantic's Bay St. George campus.



Elsie Kwizera

The young woman was born in Burundi (central Africa), a country where women are generally not permitted to study. Elsie's mother risked much by insisting that her children have some education. Once war broke out in 1993 however, the atmosphere in Elsie's neighborhood became volatile. At age 11, she was victim to a

mass killing at her school, where 250 students and teachers were gunned down by rebels. Elsie survived by the sheer luck (and horror) of being covered by the bodies and blood of her classmates.

Several years later, she again escaped death when she and members of her family were captured by rebels. Tragically, most of her family did not survive. After several

see WUSC page 9

COLLEGE MEDALISTS

Aircraft Maintenance
Gold: Clinton Hedderson - Gander

Baking
Gold: Candace Cheney - PPD

Refrigeration
Gold: Neal Mitchell - ETC

Sheet Metal
Gold: Leo Dillon - Happy Valley-Goose Bay

Industrial Maintenance
Gold: Justin Ford - Placentia
Silver: Shannon Morris - Happy Valley-Goose Bay

Architectural Design
Gold: Pat Lafreniere - ETC
Silver: David Pippy - ETC

Electrical Wiring
Silver: Bradley Curl - Happy Valley-Goose Bay

Automotive Service
Gold: Barry Whalen - PPD
Silver: Todd Coady - Happy Valley-Goose Bay
Bronze: David Thornhill - Gander

Autobody Repair
Gold: Corey English - PPD
Silver: Corey Murphy - PPD
Bronze: Stoyan Ivanov - PPD

Welding
Gold: Mark Taylor - PPD
Silver: Colin Osmond - Port Aux Basques
Bronze: Danny Legge - Burin

Mechanical Design
Silver: Krista Byrne - ETC
Bronze: Darrell Aucoin - ETC

Graphic Design
Gold: Danny Chapman - PPD
Silver: Melissa Valverde - PPD

Internet Web Design
Gold: Geri Coady - PPD

Electronics
Gold: Corey Wells - ETC
Silver: Robby Boland - ETC
Bronze: Krista Austin - ETC

IT PC Network
Gold: Stephen Lane - PPD

IT Software Applications
Gold: Crystal King - PPD

Culinary Arts
Gold: William Scott - PPD
Silver: James Dillon - Seal Cove
Bronze: James Brennan - Burin

WUSC from 8

months of hospitalization, Elsie found herself able to escape her country. It would be more than a year's journey to reach safety in Canada.

Elise will soon graduate from the Community Studies program at CNA. Cyril Organ, Associate District Administrator at the Bay St. George campus, says the transformation in her has been nothing short of miraculous.

"She came in December of 2002 with few possessions – not even a coat. She was very withdrawn and you could see she was terrified," says Organ.

"Now she has blossomed into a beautiful, confident woman. And a vocal one," he jokes. "She now speaks her mind and has a great deal to offer to her class and to her new community."

Paul Davidson, Executive Director of WUSC, says it's not only the refugee students who benefit from the program.

"Not only does the program enable student refugees to complete their education and

become productive citizens of Canada, but it enriches the education of Canada's post-secondary students by providing them with hands-on experience in sponsorship, refugee issues, planning and fundraising, financial management, and cross-cultural skills," he says.

Indeed, Organ says the college and community of Stephenville embraced Elsie. She was given an abundance of clothing and other essentials, and was welcomed into the homes of residents for dinners and visits. She even found work at the Bay St. George Women's Centre helping others in need.

"Compared to where I come from, where learning is sometimes characterized by intimidation, gender and tribalism, this society has been a source to my success," Elsie reveals.

"At College of the North Atlantic, students and staff have created enthusiasm, peace and success in me."

To commemorate the 25th anniversary of the Student Refugee Program (SRP), WUSC performed a study to learn the impact of its program on young Canadians and foreign students. It concluded that in all areas studied –

settlement, civic participation, personal achievement and personal development – the SRP continues to have a lasting impact on the skills, knowledge and accomplishments of both the refugees sponsored and those who supported them.

According to the study, "As one of the only pan-Canadian, non-faith-based private sponsorship programs with a focus on students in the country, the SRP provides the essential first opportunity for Canadian youth on post-secondary campuses to become directly involved in refugee and settlement issues."

WUSC, a leader in internationalism even before the term was coined, continues to educate Canadians on global issues and build on the lives of refugees like Elsie. But it would not be possible without the work of active Canadian students, teachers and other college/university staff.

To be part of a success story like Elsie's, and to see her begin to embrace life, says Cyril Organ, is its own reward.

"That's precisely why we do this work."

Centre established for Organizational Leadership and Development

College of the North Atlantic has established a Centre for Organizational Leadership and Development. Evolving from the college's ongoing commitment to continuous improvement and growth, the centre will coordinate the development and implementation of personal, professional and organizational development processes within the college. As well, in keeping with the college's commitment to supporting socio-economic development, services will be accessible by community groups and organizations, and the public and private sector in liaison with the College's Community, Corporate and International division.

The evolution of the centre, as a function of College of the North Atlantic (CNA), has occurred during a time of tremendous growth and development, both for the college as a public institution of learning, and for the province of Newfoundland and Labrador. For the college, there has been the adoption of guiding principles and the refinement of a strategic plan that confirm its contribution to facilitating organizational and professional development both internally and externally. As

well, through the centre, CNA has strategically positioned itself to meet specific needs to facilitate community capacity-building as a means for communities to more effectively engage in social and economic development.

The Centre for Organizational Leadership and Development is situated at college headquarters in Stephenville, and is resourced by three coordinators: Sheldon Brown, Jim Marsden and Glenn Kirby, all of whom have extensive training and experience in the field of organizational development. This expertise will provide a broad range of services, including consultation on PD plan development, coaching, mentoring, facilitation of development processes, needs assessment, training plan development, capacity building, and where indicated, workshop development and delivery. These services are available to individual stakeholders, functional work units, operational areas, teams, divisions and the college at large.

In addition to these generic functions, and in collaboration with the Human Resources division, the centre is coordinating the col-

lege's Leadership Development Framework (including the Essential Leadership Skills Development Series), the Team Development Framework, and the Mentoring Framework. The centre is also leading the development of a program to introduce new faculty to the teaching and learning process, and plays a key role in the implementation of the college's Human Resource Development framework. Furthermore, the centre represents CNA's interests in a number of interprovincial initiatives, including the Atlantic Colleges' Development Institute, and the Professional Development Advisory Committee of the Atlantic Provinces Community Colleges Consortium.

Key priorities for the centre in the coming months include the revision of the college's Professional Development policy and the development of a comprehensive needs assessment process. There are also plans to revise the current Professional Development link on the college's website to ensure that it is up-to-date, interactive and user-friendly.

Internationalizing the college

College President Pamela Walsh takes a look at our role

According to United Nations reports, the world population is approximately six billion and is projected to increase to almost eight billion by 2025. The proportion of the world population living in North America will continue to be small compared to the population of Asia, while populations of Latin America, the Middle East and Sub-Saharan Africa, for example, will increase at rates two, three or even six times that of North America.

It is perhaps most significant that one billion of the world's population are now in their adolescent years. While most critical issues today centre around the health, well being and rights of these young people, the numbers will also drive the need for educational services at all levels.

Canada's history of international assistance is recognized worldwide. While continued immigration to Canada will help somewhat to alleviate this world challenge, the delivery of Canadian educational services to the world, and the recruitment of international students to study in Canada, will continue to be major opportunities. This province and the college are well positioned to play a vital role.

The broader perspective, of course, is that Canadian educational institutions and the services offered have become integral components of the cultural, economic, communications and political domains of the global community (Levin, 2001). Educational services, foreign students and other services provided or sought by these institutions are now products for world trade. International education, once seen mainly through humanitarian eyes as a way more prosperous countries helped other less fortunate countries, is now an integral part of world commerce. This is as true for public educational institutions as it is for private educational enterprises. The economies served would suffer greatly, as institutions themselves would, if international activities were to decline.

The globalization of colleges can be viewed as a natural evolution given their attachment to the businesses and industries they serve through labor force training. As business and industry operate more and more in the global economy, so too will post-secondary institutions. This is as true for this province as any other and equally important for rural and urban regions. With improved global commu-



Pamela Walsh

nications, more open trade arrangements, dissolution of political borders, international exchange and mobility in the labour force and improved cultural mixes through immigration, most large and small enterprises now view their market as international.

Levin (2001), a community college leader and authority, has argued that just as those institutions in both Canada and the United States have changed and grown in response to the economic and social changes about them locally and nationally, they are now exercising their mandate in responding to global economic, cultural, informational and political influences. This transformation is so real that colleges may no longer be viewed as educational institutions simply reaching out to deliver services to deserving people worldwide, but as legitimate enterprises and real players in the global economy itself.

A growing sector of international education for North American colleges is the attraction of students from other countries to undertake studies in Canada. This approach must be embraced. Like the country itself, this province is viewed as a safe environment with an excellent school system – seen by many as a major factor in attracting foreign students.

Excellent support, direction and collaboration for college international activities are provided by the Association of Canadian Community Colleges (ACCC), as well as sources of funding through the Canadian International Development Agency (CIDA), the International Development Bank (IDB) and now more than ever, directly from countries seeking educational leadership and other supports from Canadian institutions. The college has also had a positive history of partnership with

other Canadian institutions and is highly regarded for its ongoing projects. Canadian partnership links such as these are vital to future success.

The provincial government, through the Department of Youth Services and Post-secondary Education, has clearly expressed its vision for international work in “building stronger educational links with the international community.”

The college has a short but solid history in the international arena with the major current project being the establishment of a college in Qatar. With funding of US \$500 million over 10 years, the Qatar project represents the largest export contract ever awarded to a Canadian post-secondary institution. There are already requests being received to undertake similar projects in other Arab states, an area of the world undergoing an academic boom.

The project underway to train technologists in China is another important initiative, and an example of the growing opportunities in Asia. All such projects are either self-funding or net revenue generators and therefore do not require financial outlay from the college's provincial grant-in-aid. Partnerships with other institutions, local and foreign governments, and funding agencies are essential to the international educational enterprise.

Working with all its partners – governments at home and abroad, other institutions and funding agencies – the college must avail of all appropriate opportunities to grow and enhance its international initiatives in a balance with priorities at home.

Fore! New program for golf course technicians

By Melissa O'Quinn

College of the North Atlantic's (CNA) Carbonear campus, in partnership with the newly-developed Pitcher's Pond Golf Course, will be offering a 40-week Golf Course Technician program starting in September. The development of the program is a result of the direct need for golf course personnel in the province's workforce.

Michelle Yetman, Business Development Officer at CNA's Carbonear campus, is positive about the new program. As part of the Contract Training Initiative, she is working directly with Pitcher's Pond Golf Course to coordinate the program.

"We're hoping to not only meet the needs of [providing training to] students in

Carbonear, but province-wide as well. The program should appeal to people on a provincial level who cannot obtain this type of training elsewhere," says Yetman.

The golf industry has been growing rapidly over the past few years, and in turn, the province has encountered a higher demand for golf course technicians. With additional public and semi-private golf courses, Newfoundland and Labrador faces more pressure to sustain, if not better, these courses to help promote the province's tourism industry and to remain significant to the province's golf industry.

Students in the Golf Course Technician program will acquire numerous skills such as turf management, landscaping and grounds maintenance, machine operation and maintenance,

and irrigation and pesticide application. The program will also educate students about the physical demands of this career, and inform them about the dangers of allergic reactions to pesticides, fertilizers and plant materials.

Among the many courses to be completed throughout the 40-week program, additional certification will be given for Standard First Aid/Cardiopulmonary Resuscitation (CPR), Workplace Hazardous Materials Information System (WHMIS), and Provincial Pesticide Application.

To qualify, students should have successful completion of high school, high school equivalency or mature student status.

For more information, or to apply for this program, phone College of the North Atlantic's Carbonear campus at (709) 596-6139.

Ten years and counting! *Program celebrates a decade of success*

By Melissa O'Quinn

Embarking upon a new journey in life can be challenging, especially when it involves choosing an education. But what if you could combine the learning process with a whole lot of fun?

College of the North Atlantic's (CNA) Adventure Tourism (AT) program provides such an opportunity. Their program combines a solid education with the adventures of nature, and includes a range of activities from kayaking to back-packing, from canoeing to cross-country skiing.

The two-year AT diploma program is offered at CNA's Corner Brook campus and has been providing the fastest growing sector of the tourism industry with qualified program coordinators, environmental educators, adventure tour guides and operators, and park interpreters for the past decade.

Eugene Flynn has been an AT instructor since the program first began in 1994 and says the program has definitely seen a lot of changes.

"We have grown a lot since our first year," says Flynn. "We've added a stronger business component to the program, as well as stronger interpretation and ecology components."

Adventure Tourism's fundamental goal is to

teach students how to deliver high quality environmental and cultural interpretation to a broad audience. The program also excels in providing students with an abundance of opportunities that enables them to develop a thorough knowledge of the province's history.

Through aspects of the program such as wilderness medicine, water safety and field navigation, students are taught outstanding leadership skills and techniques. The expeditions allow students to apply their knowledge to real-life experiences so they can become highly skilled professionals in the tourism industry.

As a bonus to the AT program, students have access to two of only 13 United Nations Educational, Scientific and Cultural Organization (UNESCO) World Heritage Sites in Canada - L'Anse Aux Meadows and Gros Morne National Park.

Along with the positive changes the program has seen over the years, such as a new six-week work-term for graduate students, the AT program has also recently finalized an agreement with Memorial University (MUN) that will allow graduates of the AT program to transfer their completed 60 credit hours towards the Environmental Studies Bachelor of Arts degree at its Sir Wilfred Grenfell College (SWGFC) campus.

So what's next for the Adventure Tourism program? Flynn has proposed an optional expedition course to the Torngat Mountains, located at the northernmost part of Labrador between the Atlantic coast and the Quebec border, for program graduates. He hopes to incorporate it as a training course for the program as well.

With a growing tourism industry, the Adventure Tourism program is anticipating more positive changes for the future mainly because of its ability to provide such an enjoyable educational experience.

For more information on the Adventure Tourism program contact College of the North Atlantic's Corner Brook campus at (709) 637-8530.

Power elected to national office

By Chad Harnett

College of the North Atlantic instructor Robin Power has been elected Vice-President for the Canadian Society of Medical Laboratory Sciences (CSMLS) following a CSMLS/CAMLE conference in Saskatoon which ended June 16.

Power is both the coordinator and an instructor for the Medical Laboratory Sciences program at the college's Prince Phillip Drive campus in St. John's.

She begins her term as vice-president in January of 2005. From there she will move through the positions of president-elect, president, and past-president in subsequent years.

Kurt Davis, executive director for the CSMLS is pleased have Power on board.

"Robin brings a wealth of experience to the CSMLS Board as our incoming VP," says Davis.

That wealth of experience includes serving on committees of the Board as well as serving as an actual Board member. She was also a member of the initial exam panel for lab assistants which gives her experience in the society's certification functions.

"She is well equipped to face the many challenges that will confront the profession in the coming years as she progresses through the presidential chain to the role of President in 2007," Davis says.

Power says she is honoured by all the excitement surrounding her election but realizes there is work to be done.

"Being elected by a national vote brings elation, but also a great sense of duty and responsibility to accurately and fairly represent CSMLS members and to uphold the mission, vision and values of the society," she says.

"I have a particularly keen interest in maintaining excellence in our certification processes and standards of practice."

Power graduated from CNA's Medical Laboratory Sciences program in 1974 and was awarded CSLT (CSMLS) graduate of the year. She will take the place of current Vice-President Ruben Noseworthy, also a graduate of the same program.

"I hope that it will bring recognition to the college that its employees and former graduates continue to take an interest and a leadership role in their chosen profession," says Power.

Do you have a college story to tell? Do you know a student, faculty, or staff member that should be recognized for their achievements? CURRENTS is looking for a few good stories about our public college and the people who make it a success. Send us your photos, announcements, and alumni updates. If you have any ideas, suggestions, or criticisms, please drop us a line. Please let us know how we can make CURRENTS a better newsletter for you.

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