

SIMON FRASER UNIVERSITY
Continuing Studies

S.00-96

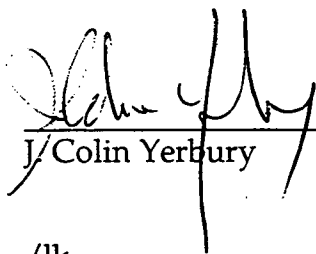
Memorandum

To: Alison Watt, Director, University Secretariat
From: J. Colin Yerbury, Dean, Continuing Studies
Date: October 19, 2000
Re: Annual Report of the Senate Committee on Continuing Studies

Enclosed for Senate's information is the SCCS Report for 1999-2000. This report concerns the Continuing Studies activities sponsored and offered by University departments and as such is not a report on the Continuing Studies administrative unit.

The descriptive information included in the report gives an overview of the different kinds of programs offered throughout the University, but is by no means meant to be a comprehensive description of every activity offered.

The statistics on the credit programs are complete and further details can be obtained from the Office of Analytical Studies. Statistics on community and professional (non-credit) programs are based on reports from departments and may not include all courses, seminars and colloquia organized and sponsored by departments. However, most of what the University does in non-credit programs, particularly those directed to the broader community, is represented in these statistics.


J/Colin Yerbury

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encl.

SENATE COMMITTEE ON CONTINUING STUDIES
REPORT 1999/2000
April 1, 1999 through March 31, 2000

Submitted by the
Senate Committee on Continuing Studies
Colin Yerbury, Chair
Paul Budra, English
Lynn Copeland, Library
James Delgrande, At-large
Lawrence Ho, Student At-large
Margaret Jackson, Criminology
Linda Kornik, Secretary
Linda LaRocque, Education
Gary Mauser, At-large
James McArthur, Lay Member
Larry Weldon, Mathematics & Statistics

Heifley
October 19/00

SENATE COMMITTEE ON CONTINUING STUDIES
REPORT 1999/2000
April 1, 1999 through March 31, 2000

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SENATE COMMITTEE ON CONTINUING STUDIES

REPORT 1999-2000

April 1, 1999 through March 31, 2000

The report has ten sections: actions of the Committee; Extension Credit Programs (now the Centre for Integrated and Credit Studies) including non-credit programming and services administered by CICS; Centre for Distance Education; highlights of non-credit community and professional programs offered by Faculties, departments, schools and centres through Continuing Studies (these programs are now organized under the Centre for Community and Professional Programs); Morris J. Wosk Centre for Dialogue programs; Conference Services; Program Information (the marketing communications unit in Continuing Studies); Applied Sciences Continuing Education of the Faculty of Applied Sciences; the Learning Strategies Group of the Faculty of Business Administration; and University Prep offered by the Associate Vice President for Harbour Centre.

A statistical record of the non-credit programs *offered through* Continuing Studies is provided to Analytical Studies. The record does not contain information on the non-credit programming offered by the Faculties, departments, schools and centres themselves.

ONE: ACTIONS OF THE COMMITTEE

Senate approved the Professional Program in Community Economic Development leading to a non-credit certificate, forwarded by the Committee with approval from the Senate Committee on Academic Planning.

TWO: EXTENSION CREDIT PROGRAMS

(now the Centre for Integrated and Credit Studies)

Extension Credit Programs in Continuing Studies is primarily responsible for administering evening courses at Harbour Centre which support the efforts of part-time students to complete a certificate, diploma, or minor program in a number of fields. Courses are planned in coordination with the Faculties/schools/departments and are funded by special stipends. Enrollment and course statistics are represented in the following table under "HC".

In addition, Extension Credit has developed and administers the following special undergraduate programs:

Integrated Studies Programs (BGS/ISP)

Integrated Studies Programs are cohort-based degree completion programs leading to the Bachelor of General Studies degree. Conceived as part-time, day-time programs for mid-career adults who are working full-time, each ISP is developed in collaboration with representatives of a specific field of practice and requires some measure of employer support (financial and/or time release). These programs are fully self-funded and generate essentially "free" FTEs for the University.

	98-2			98-3			99-1			Total	Total	Total
	#Crs	Enrol.	FTE	#Crs	Enrol.	FTE	#Crs	Enrol.	FTE	#Crs	Enrol.	FTE
HC	37	963	107.90	79	2059	231.20	71	1565	173.70	187	4587	512.80
BGS/ISP	6	138	17.40	6	156	15.60	5	125	15.30	17	419	48.30
LANG	0	0	0	2	8	0.80	1	3	0.30	3	11	1.10
SR	0	0	0	2	31	3.70	2	34	4.00	4	65	7.70
Total	43	1101	125.30	89	2254	251.30	79	1727	193.50	211	5082	569.90

Despite a slight decrease in the total number of courses offered through Extension Credit (from 211 in 1998-99 to 208 in 1999-00), there was a substantial increase in the total number of enrollees (from 5082 to 5780 enrollees or +13.7%) as well as in FTEs (from 569.90 to 649.06 or +13.9%).

Non-Credit Programming in Extension Credit

Seniors Program

In recognition of a growing demand for non-credit courses, particularly short courses of six to eight weeks duration, the Seniors Program began to augment its credit offerings with a series of non-credit mini-courses about five or six years ago. During the fall of 1999 the Executive of the Opsimath Club urged Extension Credit to undertake a new survey of members and based on the results, to review and expand both credit and non-credit programming for seniors. Dr. Alan Aberbach was commissioned to research and develop a proposal to meet this expressed need and in March 2000 he unveiled the full plan, which was enthusiastically endorsed by Opsimath members and subsequently developed for fall 2000. Effective April 1, 2000, a new part-time program director position was designated to oversee the Seniors Program (credit and non-credit).

Arts Downtown / Opera Studies Program

Building on the long-term success of the Opera Studies Program, Arts Downtown—a multidisciplinary program sponsored by the School for the Contemporary Arts—was launched in September 1999. The program consists of non-credit seats in selected credit courses (e.g. Art History and Epic Film) as well as specially developed non-credit courses taught by arts practitioners (e.g. World Percussion).

The Opera Studies Program continued to fill HC 1800 for its Saturday morning/Monday evening courses (this year on Wagner, Britten, and Puccini) and in addition offered four popular opera previews in conjunction with the Vancouver Opera Association's 99-00 season. Although the Opera Studies Program and the Vancouver Opera Association have enjoyed for many years an informal, mutually supportive relationship, this year the Program Director has explored a new collaborative relationship with the VOA, with plans to offer special introductory sessions to new Opera subscribers in May and an Introduction to Opera course in the fall.

Languages

Apart from the SILPs (described above under credit programming), the newest component of Extension Credit language programming grew out of the closure in December 1999 of the Goethe Institut Vancouver. A provisional agreement between SFU and the Goethe-Institut (Munich) created the Goethe Zentrum at SFU Harbour Centre and allowed the uninterrupted availability of Goethe Institut courses in Vancouver. The official Cooperation Agreement between both institutions will be signed and Goethe Zentrum will have its official launch in November 2000.

Started in 1995, the ISP in Liberal and Business Studies (LBS) has graduated two cohorts and now has one annual intake each September of 30-35 students. The fifth cohort (30 students) began the three-year program in September 1999, while cohort three (11 students) is in its third year of study and cohort four (26 students) is in its second. An unprecedented number of applications were received for entry into the sixth cohort and 40 students have been offered admission. The ISP in Justice and Public Safety Leadership (a partnership program with the Justice Institute of BC) commenced in 1998 and will graduate its first cohort (21 students) in 2001. A second cohort (28 students) began classes in September 1999 and marketing toward a third cohort earmarked for a January 2001 start has been ongoing.

The essence of ISPs is to be open and flexible to new programming initiatives proposed both within and without the University. This past year some significant groundwork was laid with the federal government to expand the LBS to meet their needs, and talks are continuing regarding the possibility of a new ISP stream in Human Resource and/or Public Service Leadership. Within the University, an ISP in Community Services is actively under development.

Seniors Certificate Program (SR)

The 1999-2000 academic year saw four credit courses offered exclusively for seniors (age 60+) at Harbour Centre. These courses are funded by the Extension Credit stipend budget and planned in cooperation with the Opsimath Club and the academic departments. In the fall of 1999, a special reception was held commemorating the 25th anniversary of the program and recognizing all recipients of the certificate.

Heritage Language Program: SILPs (LANG)

Developed in cooperation with heritage language communities and sponsored by the Language Training Institute in the Department of Linguistics, the Heritage Language Program is based on a series of Self-Instructional Language Programs (SILPs) which enables the University to offer less commonly taught languages in a cost-effective way. SILP courses are tantamount to distance education courses, but are supported by two weekly oral practice sessions with a native speaker and conform to the format and standards established by the National Association of Self-Instructional Language Programs (NASILP). SILPs in Filipino and Ukrainian (each comprising two introductory level and two intermediate level courses) were offered for the second year in 1999-2000, and an introductory course in Punjabi was offered for the first time in 00-1.

The Heritage Language Program was conceived as a Harbour Centre program that would be marketed to the community on a non-credit basis while at the same time expanding the academic language offerings of the University. To date, however, the overwhelming majority of participants are SFU credit students and as of 1999-2000, the majority of tutorials (oral practice sessions) are held in Burnaby.

	99-2			99-3			00-1			Total	Total	Total
	#Crs	Enrol.	FTE	#Crs	Enrol.	FTE	#Crs	Enrol.	FTE	#Crs	Enrol.	FTE
HC	36	1344	155.23	70	1861	206.33	66	1841	206.30	175	5056	568.86
BGS/IS	6	150	15.00	11	262	28.20	10	220	26.70	27	632	69.90
LANG	0	0	0	2	14	1.40	3	23	2.30	5	37	3.70
SR	0	0	0	2	31	3.40	2	34	4.20	4	65	7.60
Total	42	1494	170.23	85	2168	239.33	81	2118	239.50	208	5780	649.06

Applied Sciences - 2951 enrollees (306.8 FTEs): (Communication, Computing Science, Mathematics and Computing Science, and Kinesiology). Of these, 177 (5.99%) were enrolled through the Open Learning Agency (OLA); 2620 (88.78%) completed their courses; 1187 (40.22%) were male and 1764 (59.78%) female.

Arts (not including Criminology) - 5202 enrollees (589.10 FTEs): (Archaeology, Canadian Studies, English, Community Economic Development, Fine and Performing Arts, First Nations, French, Gerontology, Geography, History, Japanese, Political Science, Psychology, Sociology/Anthropology, Women's Studies). Of these, 379 (7.29%) were enrolled through OLA; 4657 (89.52%) completed their courses; 1494 (28.72%) were male and 3708 (71.28%) were female.

Arts/Criminology - 1210 enrollees (121 FTEs): (a separate section has been created for Criminology, where a large number of courses are offered each semester). Of these, 223 (18.43%) were enrolled through OLA; 1018 (84.13%) completed their courses; 405 (33.5%) were male and 805 (66.5%) were female.

Business Administration - 53 enrollees (7.07 FTEs): Of these, there were 3 (0.56%) students enrolled through OLA; 47 (88.68%) completed the course; 29 (54.72%) were male and 24 (45.28%) were female.

Education - 2275 enrollees (285.17 FTEs): Of these, 210 (9.23%) were enrolled through OLA; 2159 (94.90%) completed their courses; 480 (21.10%) were male and 1795 (78.9%) were female.

Science - 254 enrollees (27.27 FTEs): (Biological Sciences, Mathematics, Mathematics/Computing Science and Statistics). Of these, 49 (19.29%) were enrolled through OLA; 222 (87.40%) completed their courses; 101 (39.76%) were male and 153 (60.24%) were female.

Totals - 11,945 enrollees (1336.43 FTEs): Of these, 1,041 (8.7%) were enrolled through OLA, 10,723 (89.77%) completed their courses; 3,696 (30.94%) were male and 8,249 (69.06%) were female.

Courses

Courses delivered through the CDE are normally developed by SFU faculty members, each of whom continues to act as course supervisor throughout the life of his or her course, providing timely revisions and supervising the tutor-marker assigned to the course during each semester it is offered. Most of these courses are mainly print-based, each course package containing a Study Guide, a Course Reader, a Casebook where applicable, and audio or videocassettes. To increase interaction, an increasing number of courses also include an e-mail or a computer-conferencing component and teletutorials. It is anticipated that a growing number of courses will be using some form of computer mediated instruction.

During the period covered by this report, 124 courses (251 different course offerings) were offered, as follows:

- *Applied Sciences* - 24 courses: CMNS (7), CMPT (3), KIN (13), MACM (1).
- *Arts* - 77 courses: CRIM (16), ARCH (1), CNS (4), CED (4), ENGL (11), FREN (2), FNST (2), GEOG (2), GERO 5, HIST (2), JAPN (2), LING (1), POL (2), PSYC (12), SA (8), WS (2), PHIL (1).
- *Business Administration* - 1 course

International Programming

An international program in Career Counsellor Training for University Educators was piloted in the summer and fall of 1999 and saw a Canadian instructor spend two weeks in Shanghai and 20 Chinese educators spend two weeks at Harbour Centre. The pilot, a collaboration between Extension Credit, the Faculty of Education, and the Shanghai Municipal Education Commission, was an unqualified success and a more broadly based program is planned for 2000-2001 and beyond.

Services and New Directions

Evaluation Unit

The Evaluation Unit was established in 1998 to provide applied research and evaluation services to Extension Credit Programs and Continuing Studies as a whole, to academic units and programs throughout the University, as well as to the corporate, public sector and educational communities. Projects designed and conducted by the Evaluation Unit over the past year include: ongoing evaluation of the Integrated Studies Program (with a research focus on determining readiness for university study), an ethnographic evaluation of the Computer Hardware Support Program (in partnership with Tradeworks Training Society and Vancouver Community College), an evaluation of the International Teaching Assistant Program, a comprehensive evaluation of the City of Surrey/SFU Leadership Challenge Program, strategic research for Leadership Vancouver, and the Baseline Survey of CIDA Stakeholders in British Columbia for the Canadian International Development Agency's Regional Office.

In addition, the Evaluation Unit is also involved in managing the Learning Assessment Network (co-sponsored by SFU, UBC and the Centre for Curriculum, Transfer and Technology). The Program Director serves as the Prior Learning Institutional Representative for SFU, acts as an International Advisor for the Scottish study "Widening Access to Further and Higher Education - International Evaluative Study", and finally, functions as an educational resource on evaluation theory and practice within the University. The Evaluation Unit is fully self-funding.

Reorganization and New Name

In recognition of the evolution of Extension Credit programming beyond evening credit courses, and involving programs that integrate workplace with academic issues and credit with non-credit courses, the unit has selected the new name of "Centre for Integrated and Credit Studies," and is gradually converting all Extension Credit references to the new name.

THREE: CENTRE FOR DISTANCE EDUCATION

Enrolment

During this period the Centre for Distance Education monitored the progress of the 10,904 SFU enrollees in distance education courses offered by various Faculties (total enrolment is 11,945, which includes students enrolled through the Open Learning Agency as part of the BC Consortium agreement). Their numbers are broken down as follows:

Ghana

Title: *Ghana Distance Education Development Project*

Duration: September 15, 1995 to March 31, 2001

Funding: AUCC/CIDA: \$750,000

Description: The purpose of the project is to strengthen institutional capacity of the Ministry of Education, the University of Ghana, the University of Cape Coast, Kwame Nkrumah University of Science and Technology and the University College of Education of Winneba in the design, development and operation of distance education.

Malawi

Title: *Secondary School Teacher Education Project (SSTEP) in Malawi*

Duration: 5 years May 1, 2000 to December 31, 2005

Funding: CIDA Bilateral funding approximately \$5 million

Partner Institutions: Brandon University, Simon Fraser University and Hickling Corporation.

Description: The purpose of the five-year project is to establish a teacher-training program for in-service training of selected primary school teachers in Malawi to become secondary school teachers. The teacher training program will be a combination of intensive residency and distance learning. The Centre for Distance Education component of the project focuses on developing institutional capacity at the Domasi College of Education to develop and deliver the program. Three areas of involvement for SFU are:

- development of instructional materials for distance delivery of 20 modules or courses.
- educational administration and management of distance education.
- providing resource persons for training workshops

Philippines

Title: *Philippines Distance Education Development Project*

Duration: September 17, 1996 to March 31, 2001

Funding: AUCC/CIDA: \$750,000

Description: The project purpose is to assist the University of the Philippines in establishing a new Open University for the provision of distance education throughout the Philippines. The project consists of four major components: (i) policy formulation and organizational development, (ii) course design and instructional materials development, (iii) student support services including information and record management systems and (iv) project management.

Philippines

Title: *International Rice Research Institute (IRRI)*

Duration: March 1999 - June 2000

Funding: PanAsia R&D Grants Program Committee: US\$30,000

Description: The agreement between SFU, Centre for Distance Education and IRRI is for the conversion of an applied research methods course from conventional face to face mode of delivery to distance education with maximum use of online computer aided instructional technology. The intended recipients of the course are agricultural researchers primarily working in rice dependent countries of Asia, Southeast Asia and Africa.

- *Education* - 19 courses.
- *Science* - 3 courses: MATH (2), STAT (1).

Other Facts

- As we have reported previously nearly 30 distance education study guides have been used as the basis for commercially published books and textbooks. We are pleased to report that during the past year another work has been added to this list. Bob Wyllie, who prepared the materials for the very popular SA 316: Tourism and Social Policy, has published *Tourism and Society: A Guide to Problems and Issues*.
- Faculty members have advised us that the materials they have prepared in partnership with the Centre are being included in their teaching portfolios.
- The Centre continues to encourage and facilitate the revision of existing courses to ensure currentness of content and delivery options (e.g. online conferencing)
- As they have for the last four years, Centre for Distance Education professional staff co-facilitated the five-day Course Redesign Workshop for SFU faculty and instructional staff (with the Centre for University Teaching).
- The professional staff of the Centre continue to be actively involved on committees both internal and external to the University in ways that advance the field of distance education and/or a program director's area of academic interest.

The LohnLab

The LohnLab is a unit within the Centre for Distance Education that works with faculty who are developing new or revising existing distance education courses. LohnLab staff have collective expertise in the educational applications of technology and assist in the planning, design, implementation, and evaluation of online and web-based courses.

During the past year, the LohnLab has partnered with faculty members in Arts, Applied Sciences, Business Administration, and Education to facilitate online teaching and learning. During the Spring Semester (00-1) the LohnLab supported 1600 students on FirstClass (a software program that facilitates conferencing) in a variety of courses offered through the aforementioned faculties. With the introduction of WebCT to SFU the LohnLab will likely be moving courses into that media in the coming semesters.

During the past year the LohnLab staff have conducted site visits to other institutions to investigate their uses of technology. This program will continue in the coming year to ensure that the Lab is in a position to offer current and instructionally sound advice.

In addition to assuming teaching assignments in the area of educational technology, the LohnLab staff also provide training sessions for tutor markers who are undertaking online teaching assignments, are actively engaged in international contract training, and regularly present at professional conferences.

International Programs

This program area is now evolving into the International/Multicultural Program Unit working closely with all Continuing Studies program areas and reporting directly to the Dean. The following are international initiatives that directly involve the Centre for Distance Education:

FOUR: COMMUNITY AND PROFESSIONAL PROGRAMS

(now organized under the Centre for Community and Professional Programs)

4.1 *Advanced Interpreter Program*

Based on the success of the Mandarin/English program, a Japanese/English program was launched in the fall of 99 with 13 students. Students from both the Mandarin and Japanese classes provided interpretation service at three important international conferences held in Vancouver: Softworld 1999, CanAsia Housing 2000, and Globe 2000. Their performance was very well received. The Canadian Embassy in Beijing established a partnership with the Interpreter Program. In the future, delegations sent to Vancouver by the Embassy will be assisted by the Program to meet their translation needs. Jenny Kwan, Minister of Community Development, Cooperation and Volunteers presented this year's graduates with certificates from the BC government, recognizing the value of the program in the community.

Jennifer Hsu, Associate Director of the Interpreter Program, was awarded a grant to do research as an exchange scholar at the Graduate Institute of Translation and Interpretation at National Taiwan Normal University, a sister university of Simon Fraser University. She is the only recipient of this award at SFU and will be in Taiwan from November 20 to December 31, 2000. She will also explore the possibility of establishing further partnerships and exchanges with NTNU on behalf of the Interpreter Program. Program Director Bill Liu's book, *Grace in China*, was published in January 2000 and has been nominated for the Kiriya Pacific Rim Award.

4.2 *Business Programs*

A new program director was hired in June. Susan Burgess has a BBA from SFU and an MBA from UBC. She also has extensive consulting and research experience and is working closely with the Faculty of Business Administration to develop new programs that focus on areas of faculty interest and expertise. Regular programming continues to do well.

4.3 *City Program*

Program design and development along with a market analysis for new mid-career professional courses in the area of Urban Design were initiated. This initial program development was done in association with The University of British Columbia and The Real Estate Foundation of British Columbia. In the Spring 2000 semester, two courses, *Real Estate Development from the Inside Out* and *Community Ecological Planning and Design* were integrated on a pilot basis into Urban Studies 601, a new credit course in the Department of Geography.

A joint public lecture was sponsored with The University of British Columbia, *Urban Reform: A Reflection on Cities, Cultures and Fear of Change* with Dr. Leonie Sandercock, Professor of Urbanism, University of Melbourne. There is now a commitment to offer an annual co-sponsored SFU/UBC public lecture through the City Program.

4.4 *Community Education Program*

We continue to be involved in a broad range of community-based programs and activities. This year's work marked the inception of two new and exciting programs. The Home Instruction Program for Preschool Youngsters (HIPPY), a home-based preschool education program that helps ensure that preschool children of low-income families are prepared and ready for kindergarten, was launched at Britannia. The program is the result of a successful partnership between Simon Fraser University, the National Council for Jewish Women Canada, and Britannia Community Services Society.

The Current Trends in Employment Options and Training Lecture series was attended by over 400 skills training practitioners and public sector employees. The series looks critically at innovative and emerging approaches to skills-based training. Partners include Geography, Sociology and Anthropology, UBC, and the provincial Ministry of Social Development and Economic Security.

4.5 English Language and Culture Program

The English Language and Culture Program was very busy last year. With a dedicated classroom on the fifth floor of Harbour Centre, we were able to introduce several evening courses including Preparation for Writing and Publishing Program technical writing courses, Critical Reading and Composition for high school and college students, Oral Skills for Professionals, and a Part-time Follow-up. For SFU undergraduate students, we instituted a free tutorial, designed to address the same needs for undergraduates that the ITA program addresses for graduate students. Finally, for the first time, we took ELC outside the campus in the form of a customized language and culture program that is delivered in-house for Motorola employees; the fall session ran two classes from September to December.

4.6 Interdisciplinary Program

The Interdisciplinary Studies Program has been running two programs: *Civitas*, a political discussion group that meets once a month, and *Philosophers' Café*, conceived as a program to reignite street-level philosophy and engage British Columbians in thoughtful, timely discussions about social, moral and political issues of the day. *Philosophers' Cafés* began at the end of 1997-98 at one Gastown restaurant. In 1998-99, the program grew to 27 cafés held in 7 restaurants, cafés and bookstores in Vancouver, North Vancouver, Burnaby, Surrey and Coquitlam. Cafés continued to grow in 1999-2000, expanding to over 80 café events. Over the next several months, the program will expand in numerous ways: projected development of new venues in Vancouver and environs include The University Women's Club, West Vancouver Seniors Activity Centre, various seniors groups, Bowen Island, Salt Spring Island, Whistler, Sunshine Coast and Chilliwack area. The program has attracted significant media attention (front page newspaper coverage, editorial cartoons, numerous radio interviews, and national television coverage) and community support for SFU Continuing Studies.

4.7 Labour Program

We coordinated the successful proposal to establish a BA (Minor) Program in Labour Studies. This program aims to produce graduates who are fully qualified for employment in a number of relevant areas such as human resource development, labour union research and education, labour market analysis and policy development. We are also conducting two research projects (funded by SSHRC awards) into aspects of Adult and Workplace Literacy. These projects, "Developing Practitioner Research" and "Unions and Workplace Literacy in Canada", explore ways to increase the research potential among adult and workplace literacy practitioners.

4.8 Professional Programs

In cooperation with the Project Management Institute, West Coast BC Chapter, we developed a new course on managing technology projects that complements previous courses. We also expanded our relationships with the Canadian Institute of Financial Planning through a fast-track option for professionals seeking to complete the CFP designation within one year.

We have been working with the City of Surrey on a management development program that combines 5 modules developed and delivered by SFU with municipal-specific modules developed by the City. Three of the five modules were delivered this year with the balance to be completed by the fall of 2000.

4.9 Science Program

Continuing Studies in Science held its 8th workshop in the series *Speaking for the Salmon* in early March, 2000. Scientists from Canada, Norway, Scotland, Ireland, Germany, Iceland, and the USA came together with representatives of government and industry to discuss in a public workshop and think-tank "Aquaculture and the Protection of Wild Salmon". The second year of an applied research program investigating the scientific basis of the Fisheries and Oceans Canada selective fisheries catch and release policy for salmon in BC and involving SFU faculty, commercial fishermen, members of BC coastal communities and fisheries management agencies, produced results which will have significant implications both for the economic returns of the commercial sector and fisheries management. The good turnout for the Speaking of Science lecture series on topics such as "New Founde Lande's genetic legacy —another resource to be managed?", "Murder and Maggots—the use of insects in homicide investigations", "Waves, Quantum Mechanics and the Internet", "On Shaky Ground—the threat of a large earthquake on the lower mainland" and the significant media coverage of the presenters in local and national media helped to raise the profile of the science-based research going on at SFU and elsewhere in Vancouver.

4.10 Public Policy Program

The Public Policy Program began production on its second documentary film for television (the first was a film on Canada's youth and its stance on the future unity of Canada). Supported by CIDA, a number of broadcasters, and Simon Fraser University, this new film's subject is the art and science of international interpreting in the fields of diplomacy and international business, with a special focus on China. Triggered by SFU's Advanced Chinese Interpreter Program, whose graduates are featured back on their home turf of Beijing and Inner Mongolia, the film looks at the complexities and high tension around interpreting not only language but culture in high level one-on-one negotiations. SFU's production crew shot in China for two weeks and will also shoot on location with the newest class of Chinese interpreting students currently at SFU. The film will be shown across Canada in spring 2001 on English-language educational television networks and on the Chinese language channels in Vancouver and Toronto.

4.11 Writing and Publishing Program

The brochure and ancillary marketing material won this year's CAUCE marketing award for innovation and effectiveness. The brochure was redesigned, which seemed at the time a risk but has paid off in more ways than just the aforementioned award. We saw our revenue from registrations increase 14% from 98/99 to 99/00, with enrollments increasing 7%, yet number of class offerings increasing only 4%. Interpreting these numbers leads us to believe that our courses have had higher enrollments this year than last. It appears our marketing and management efforts, which included a revitalized and regularly updated website and frequent communication with students with the assistance of list-servs, have proved fruitful.

FIVE: MORRIS J. WOSK CENTRE FOR DIALOGUE

Purpose: The Morris J. Wosk Centre for Dialogue is devoted to facilitating public and private dialogue in order to foster understanding and engender positive action. The University will be able to continue its important work in the discussion of public policy and community development in this ideal environment. The Morris J. Wosk Centre for Dialogue, unlike the Harbour Centre campus, will have no regularly scheduled classes.

Community Partnerships: Key partners in program development will come from all levels of government, the business community, organizations, community groups and the professions. The vision for the Morris J. Wosk Centre for Dialogue includes academic investigation of the processes of dialogue which will be actively encouraged by the interdisciplinary academic advisory committee of which the director of programs is the secretary.

Leadership and Collaboration: Continuing Studies will provide leadership in the development of Simon Fraser University programs presented at the Morris J. Wosk Centre for Dialogue. In addition, program development services will be available to clients of the Morris J. Wosk Centre for Dialogue through Continuing Studies. An endowment fund has been established by North Growth Management to support the position of the director of programs. The director of programs will convene the international council in the course of the initial year and is the secretary of the Academic Advisory Committee, chaired by Dr. Brian Lewis.

SIX: CONFERENCE SERVICES

Conference Services had an interesting and diverse client list in 1999/2000 ranging from the Human Resource Association of University Administrators conference which was held at the Coast Whistler Hotel in September 1999 to the International Symposium on Symbolic and Algebraic Computation Conference which was held at SFU's Harbour Centre campus in July.

Of particular interest were the IGU Commission on the Sustainability of Rural Systems Conference chaired by Dr. John Pierce, Dean of Arts, which drew a group of 50 registrants from all over the globe. This particular conference consisted of a field trip from Vancouver to Whistler to Kamloops, Kelowna and through the Fraser Valley to explore ginseng growing operations, interior forestry operations, agricultural land protection issues, the wine regions and the ecology of the salmon habitat on the Fraser River.

SFU's new Centre for Scottish Studies launched a very successful interdisciplinary conference on "Culture, Community and Nation: Scotland at Home and Abroad" in March 2000. This conference, which explored the origins and current state of nationalist sentiment in Scotland and examined the strength of Scottish culture, offered an interesting mix of conference sessions and entertainment (bagpipes, Scottish dancing and singing). This particular conference drew delegates from the local community and abroad.

SEVEN: PROGRAM INFORMATION

The Program Information unit is responsible for marketing and promoting credit and non-credit continuing studies programs. In addition to working with all Continuing Studies program areas, staff work with other departments, especially the Associate Vice President for Harbour Centre, the President's and Ceremonies offices, University Advancement and Alumni Relations, and the Morris J. Wosk Centre for Dialogue.

Unit services include developing marketing strategies and planning, budgeting, scheduling; text editing; concept development and graphic design; desktop and Web production; concept development, writing, design and placement of paid advertising; and design and production of miscellaneous promotional materials (Tshirts, mouse pads, mugs, etc.). Staff also occasionally teach in desktop and Web publishing design and technology workshops.

The unit produces brochures, booklets, catalogues, posters, flyers, postcards, etc.; print and electronic banner ads; web sites; and the miscellaneous items mentioned above.

In 1999/2000, projects included 617 print jobs, 105 web sites, 153 advertisements, and 144 miscellaneous projects.

EIGHT: APPLIED SCIENCES CONTINUING EDUCATION *of the Faculty of Applied Sciences*

Applied Sciences Continuing Education Program (ASCE) ran 13 short computing and communication courses and prepared for the launch of the eBusiness Program during this exciting year. The Object Technology Program (OTP), consisting of a six-month formal training component followed by a 6-month paid internship, moved from Discovery Park to the TIME Centre at the Harbour Centre campus in December 1999. The third cohort began their classroom training in January 2000 at our new computer lab.

A group of 11 managers from Korea came to SFU in June 1999 for our Management Techniques in North America Program. Participants attended six modules and company tours in 11 days. In its 13th year, our Management Skills in Advanced Technology Program (MSAT) took in twenty-one participants in October. Eight modules were completed by March, and the two modules, Business Case Development and Business Case Presentation, were to be finished in April and May 2000. Spring was an exceptionally busy time; the Disability Management Program (DMP), a six-week program with 11 modules, was offered again, and we planned the logistics for the Rehabilitation Management Conference held in May. This year's theme was Assessment: Facts, Fads and Follies. The Object Technology Program graduated 54 participants this year; 98% of our graduates found full-time employment immediately after completing their internship.

NINE: LEARNING STRATEGIES GROUP

of the Faculty of Business Administration

The Learning Strategies Group (LSG) is a unit of the Faculty of Business Administration, founded in January of 1999, with a mandate to design and deliver customized management education programs and related educational services to business. The LSG specializes in managing educational relationships with client organizations on behalf of the Faculty. It does not market executive development programs to individuals.

As a unit of the Faculty of Business Administration, the mandate of LSG is to serve the teaching, research and community service missions of the Faculty by:

1. Providing advanced management education to businesses in British Columbia and beyond. The Learning Strategies Group acts as a "learning partner" to client organizations, helping to develop managerial expertise by providing "in-house" programs and other educational services that directly address the needs of the organizations and their employees.
2. Building opportunities for applied research. Educational links with organizations provide a good laboratory for studying knowledge development and learning in organizations.
3. Increasing the visibility of Simon Fraser University and the Faculty of Business Administration with key constituencies. As a market-driven educational enterprise closely associated with the Faculty of Business Administration, LSG assists the Faculty in building multi-layered relationships with businesses and with industry associations.
4. Providing revenue to the Faculty of Business Administration. The market demand for educational services to business creates an opportunity to generate significant revenue that can support the broader teaching, research, and service missions of the Faculty of Business Administration.

In its first year of activity, LSG was primarily occupied with delivering a leadership development program to ICBC managers in several locations around B.C. and managing the delivery of graduate management courses to managers and mining engineers at Cominco's Trail smelters. The courses at Cominco's smelters have been particularly successful in helping highly skilled engineers understand the managerial and business related aspects of their jobs in a way that contributes to the viability of a key enterprise in an economically challenged region of the province. This success has led to an ongoing educational relationship with Cominco, both in Trail and with the Explorations group in Vancouver.

LSG has also carried out several smaller projects for clients including The Institute for Railway Technology, BC Gas, Digital Accelerator Corporation, Westport Innovations, Workers Compensation Board, Discovery Software and the Salvation Army. It has also undertaken design support and management of the Foundations program for the Management of Technology MBA.

TEN: UNIVERSITY PREP

offered by the Associate Vice President for Harbour Centre

University Prep courses were again offered during late August. Study skills attracted 33 students; university writing, 18 and speed reading, 28. These courses were taught by instructors already teaching in continuing studies programs using adaptations of existing programs. Enrolments showed an increase over 1998. In addition to these programs, a variety of University Prep courses were delivered for two groups of Philippine secondary school students visiting Canada on study/holiday tours in April and May 2000.