

Office of the
**VICE-PRESIDENT FOR HARBOUR CENTRE
AND EXTERNAL RELATIONS**

Memorandum

To: Jock Munro, Chair, Senate Committee on Academic Planning

From: SCAP/Harbour Centre Sub Committee
J. Blaney (Chair), E. Alderson, R. Barrow, B. Clayman,
J. D'Auria, K. Heinrich, JL Hoegg, R. Marteniuk,
C. Smart, S. Wade, (W. Gill, Secretary)

Date: April 11, 1994

Report of the SCAP/Harbour Centre Sub Committee

The SCAP/HC committee has reviewed Harbour Centre's programs and has recommended specific planning initiatives. Our report also was given to all Deans, the President, Ministry officials and the President of BCIT for comment (Ministry and BCIT responses are attached as Appendix E).

Because it has been some time since our committee has reported to SCAP, whose membership has changed over the past two years, our report provides background to Harbour Centre's development and includes several appendices.

Key recommendations for planning initiatives are underlined and principally concern:

- 1) Inter-institutional collaboration.
- 2) The development of preliminary proposals for graduate programs.
- 3) The development of preliminary proposals for a distinctive undergraduate program.
- 4) The need to secure developmental funding for science programs.

We also discuss current and planned initiatives for professional development and liberal studies non-credit programming, as well as the potential of an international conference centre.

April 11, 1994

Funding, of course, will be critical and central to much of what we might like to develop at Harbour Centre. Nonetheless, the committee believes more systematic planning ought to go forward. We may find ourselves at a time when funds are available, but with plans too preliminary to take advantage of the opportunity. Further, some of the programs suggested in our report could be funded in less traditional ways, using a mix of special government grants, program revenue, some reallocation of resources and private gifts. To take advantage of any such possibilities we need more specific plans than we now have. Once developed, preliminary proposals for programs will be submitted to SCAP for consideration.

The SCAP/Harbour Centre Committee would be pleased to discuss this report with SCAP.

A handwritten signature in black ink, appearing to read "Jack Zaver". The signature is written in a cursive style with a long, sweeping underline.

JPB/kgs

Enclosure

SCAP / HARBOUR CENTRE REPORT

**PROGRAM DEVELOPMENT AT
HARBOUR CENTRE**

APRIL 1994

PROGRAM DEVELOPMENT AT HARBOUR CENTRE

A. PURPOSE AND BACKGROUND

Among institutions of higher education, Simon Fraser University at Harbour Centre has established itself as a leader in advanced, mid-career education. In a time of unprecedented change and international competition, knowledge has become each country's principal resource. Investment in the skills, attitudes and education of its people of all ages is our country's principal challenge. A critical part of this challenge must be met by those who discover and make things, sell things, create and communicate ideas, manage resources, provide services and frame public policies and programs. These experienced, educated workers must continue to improve what they do, and continue to develop their "high-end" intellectual skills. Simon Fraser University at Harbour Centre's mission is to serve these people and their organizations.

The President's Strategic Plan: Challenge 2001, submitted by Simon Fraser University to the Ministry of Advanced Education, Training and Technology in 1991, proposes a substantial expansion of programs and facilities for the University's Harbour Centre campus (Appendix A). The Plan projects 2700 FTE's by 2000/2001, from a base of 700 FTE's today. Many of those FTE's are projected at the graduate level. A concomitant increase also is expected in non-credit, professional development and liberal studies programs. To accommodate such growth, an expansion of space also is proposed. Since submitting this plan to the Ministry, some of our planning assumptions, particularly in regard to available funding, are being re-examined. For the University, including Harbour Centre, a new strategic planning process is underway. What SFU's downtown campus will become over the next few years will depend on the University, community and Government support, the strength of our proposals, and the leadership given to various parts of the plan. As with any organization, including universities and their component programs, Harbour Centre will in large part become what we commit ourselves to create.

The Harbour Centre campus is the city's only university centre and, prior to its creation, Vancouver was the only city of its size and importance in North America without a university presence in its downtown core. In just five years, the importance of having such a centre in the heart of the city has been demonstrated. Approximately 40,000 persons used its programs and services in the last year. At the most nodal point of the regional transit network, and in the centre of very significant residential and commercial development over the next ten to twenty years, the role of Harbour Centre as a vital urban campus cannot but be enhanced, should we choose such a direction.

Moreover, the Harbour Centre campus has raised Simon Fraser's profile within the community and has strengthened the perception of SFU as an institution committed to innovation and access to high quality academic programs and services. Simon Fraser University has developed

several distinct niches, and lifelong, mid-career education is clearly one of them. Further development and continuous improvement of our niches will contribute to Simon Fraser University's reputation, locally and nationally, as an "excellent" university.

For these and other reasons, the SCAP/Harbour Centre Committee will continue to discuss whether the Harbour Centre campus should change and grow and, if so, in which direction and with what character. The purpose of this document is to advance our discussion toward decisions about what to plan. An anticipated outcome of the committee's deliberation will be our request for preliminary proposals (rationale, purpose, program themes, intended clientele) for programs considered appropriate for development at Harbour Centre. Specific proposals and their potential for thematic integration would then be reviewed by the committee, with our recommendations being forwarded to the Senate Committee on Academic Planning.

B. MISSION AND PROGRAMS OF SFU/HC

1. Mission

As approved by the University Senate (*Senate Paper S88-33*), the overall educational mission of Simon Fraser University at Harbour Centre is advanced recurring education. Our mandate is to provide access to mid-career programs for adults with previous post secondary education or experience, or both. This mission defines the goals of intended learners as much as it defines the levels and kinds of programs. It asserts the need for access to programs designed specifically to help adults either to return to, or in some cases begin, university education. The mission further assumes that access and participation will be recurring or indeed concurrent, as citizens seek to learn throughout life to achieve societal, career or individual intellectual goals. Our challenge has been to determine the types of programs to be offered at Harbour Centre which would serve the defined mission and clientele while at the same time advancing the University's overall interests. In the first stage of Harbour Centre development, this challenge largely has been met by initiatives from academic departments and faculties and through the guidance of the SCAP/Harbour Centre Committee.

A key factor in programming has been the unique location of the Harbour Centre campus in the core of British Columbia's principal urban, national and international centre. Situated within the province's highest concentration of business, professional, cultural and governmental enterprises, a criterion for proposing and approving programs is that they would be strengthened by being located in an urban centre with proximity not only to intended students but, as well, to special community resources. Further, the campus is intended to be not only in the city, but also of the city, and thus be responsive to the character, resources, potential and aspirations of a major urban centre.

Simon Fraser University at Harbour Centre has been established as a satellite campus of the University, under the assumption that in order to achieve its mandate the campus must include not only instructional space and appropriate program services but, also, distinctive programming, resident faculty and appropriate research centres. While community resources and sessional faculty have an important instructional role to play at the Harbour Centre campus, it has been assumed that without resident faculty who will provide leadership, a research presence and continuity, we will be unable to achieve the campus stature we seek. Progress has been made in this regard, but through new and distinctive programs we must achieve a yet stronger faculty and research presence.

The programs at Harbour Centre are provided by home campus academic departments, and all appointments in support of Harbour Centre programs are made by those departments. This policy has served us well and should continue. Dozens of program proposals have been made by or have been invited from departments through the SCAP/Harbour Centre Committee. In the course of our work it has been assumed that programs will be most successful if their development is organic and have strong faculty/departmental interest—that is, where there are natural champions for particular programs. In the next round of program proposal review, however, it is expected that the committee will more vigorously seek program integration and coherence.

On April 1, 1992, the SCAP/Harbour Centre Committee formally reviewed current programs and the Senate-approved "Mission and Program Development Guidelines". The committee endorsed this statement as a platform for further program development, with the following specific observations:

1. Advanced recurring education was confirmed as the primary focus, with specific and appropriate research activities being an essential part of this mission.
2. Departmental and Faculty leadership will continue to be the key to future program development.
3. There is a need for a greater presence of science programs.
4. There is need for more cultural programming.
5. Harbour Centre as a vehicle for serving college and institute (especially BCIT) graduates needs consideration.
6. There is a need to make expert knowledge more available to the concerned citizen.
7. There is some benefit in providing Simon Fraser students with an opportunity to study at both campuses, hence, completely distinctive programs are not necessarily desirable.
8. Periodically current programs ought to be evaluated.

9. Further attention needs to be given by the Committee to the question of thematic linkages and how we can foster collaboration among program centres.

2. Current and Developing Programs

Currently two graduate programs (EMBA, MA Liberal Studies) and fourteen degree credit Certificate and Diploma Programs are offered. In the 1992-93 year, 201 undergraduate and over 30 graduate credit courses were offered with an enrollment of over 5,300, or 526 undergraduate FTE's and 207 graduate FTE's. Some 300 semester-length and short courses in thirty different non-credit professional development and general education programs enrolled over 5,000 persons. Another 8,000 to 10,000 persons attended public lectures, seminars, exhibitions, concerts and other events arranged by the university, often in collaboration with community organizations.

A summary of the status of Harbour Centre programs is provided by Appendix B.

The more prominent programs associated with Harbour Centre are the following:

1. Executive MBA (evening and weekend modules)
2. MA (Liberal Studies) and the Liberal Studies Community Programs
3. Certificate and Diploma Programs (14 areas including general degree completion opportunities)
4. David See-Chai Lam Centre for International Communication (languages, cross-cultural communication, international business)
5. Gerontology Diploma Program and Research Centre
6. The Writing and Publishing Program
7. The Arts and Design Program
8. Professional/Executive/Management Development Programs
9. Tourism Professional Development
10. Fellows and Professional Certificate Programs (14)
11. Actuarial Science Program
12. Centre for North American Business Studies
13. The City Program
14. Conference Services (to external groups).

While many of the above programs themselves have a research component, the campus also is the location of several research specific centres, including the Economic Growth Project of the Canadian Institute for Advanced Research, the Centre for Policy Research on Science and Technology and the Institute for Canadian Urban Research Studies.

Increasingly, the Harbour Centre campus is being used by university departments as a place for departmental retreats, B.C. university and college meetings, seminars with visiting faculty, and consultations with community organizations. Further, many organizations within the community are making substantial use of the Harbour Centre campus for their own educational programs and meetings (providing, as well, an

important source of revenue). A list of some of the external groups which have rented and used Harbour Centre facilities is provided by Appendix C.

While some progress has been made, the initial goal of developing a distinctive undergraduate program (and additional graduate programs) at Harbour Centre was prevented by the need to accommodate university-wide enrollment increases for the Ministry's Access program, which was initiated as the new campus opened. Further, the prospect of designated faculty support for Harbour Centre programs did not materialize, due in part to the pressures to serve increased enrollments in home campus programs. During this period, however, several thematic program areas emerged: management of organizations and technological development, economic, political and public policy studies, communication and intercultural education, urban studies, liberal and cultural studies, education for public responsibility along with related research activity. The international context of most programs is prominent. Linkages among some programs also are occurring, but more could be done to plan and encourage such work. For example, 20% of EMBA students are from the health professions, and a large number of M.Ed. students also are from this group. BCIT graduates seek further studies in public health, some in our Gerontology program. Connections among such interests and programs should be investigated.

C. ORGANIZATION AND FUNDING

The organizational and funding model outlined in the 1989 Mission and Program Development Guidelines statement (*Senate Paper S88-33*), has been followed. An important and manifestly desirable aspect of that model is that all programs developed and offered at Harbour Centre are the responsibility of the appropriate academic department at the home campus. Departmental/Faculty ownership of programs has proven to be an incentive to program development, as well as an assurance of program quality. All support services (Registrar, Information, IMC, Library), though largely funded by the Office of the Vice-President for Harbour Centre, report to the main campus unit. The Executive Director of Harbour Centre coordinates all such services, and provides for the management and development of the facility.

D. TRENDS AND CONTEXT FOR PLANNING

There are several contextual conditions which impinge on the overall planning for universities in British Columbia, and some have particular relevance to our thinking about program development at Harbour Centre.

1. The Knowledge-Based Society.

Many highly regarded reports have affirmed that, more than anything else, a country's economic prospects and social/cultural welfare will depend on what its citizens can do, know, and care about. Economies have transcended political jurisdictions, and knowledge has become any country's most critical capital. All such reports emphasize the importance of learning

throughout one's career (lifetime learning). While the essential task of universities remains the same -- to be the prime source of intellectual development for society -- the context for their work has changed dramatically. Citizens' need for access to advanced learning is recurring and, indeed, the more an individual achieves in advanced studies, the more the community depends on that person to maintain their currency.

2. The Special Characteristics of Simon Fraser University.

Simon Fraser University can claim special features: emphasis on the core and foundation disciplines of the arts and sciences, interdisciplinary programs, innovative approaches to program development, accessibility and leadership in research. Among Canadian universities, Simon Fraser University also is an acknowledged leader in lifelong education programs and in providing access to adults throughout our community. Harbour Centre is but one manifestation of that role, but an important one in helping to differentiate a position for the University in relation to the others of British Columbia. Building on the resources of our faculty and programming staff, Simon Fraser University has become the leader in advanced recurring education within British Columbia.

Given the importance of this work in today's world, and given the advantage that niche building can provide, it would seem appropriate for Simon Fraser University to learn how to improve and, where appropriate, enhance and expand its work in this field, as well as in the others where it has demonstrated special strengths.

3. Trends in Higher Education.

Dr. Stuart Smith's Report to the AUCC recommends that universities enlarge their commitment to teaching and learning and that they be seen to be more open and accountable to the public. The major elements of this report are receiving some attention from the universities, but considerable interest from Provincial Ministries responsible for advanced education. The recommendation receiving special Ministry attention is related to public accountability; indeed the Report's recommendation regarding teaching and learning is interpreted by Ministries as being but a component of public accountability.

For the most part, the public does not see what the universities do. Research, especially, is often viewed as abstruse and esoteric—particularly pure or basic research. Clearly, universities must not only explain their research role, but must find even more effective ways to communicate how critical such work is and how it serves the knowledge-based society. This will be a major challenge over the next ten years. So that our university may secure public support and maintain or enhance its share of limited public resources, for which there are many pressing claims, our response to accountability demands will be at the top of our institutional agenda.

In both teaching and research, the university needs to forge a closer relationship with those beyond the campus, so that the community will better understand and support what we do. Moreover, the university must be seen to be involved as much with the aggregation, interpretation,

dissemination, and application of existing knowledge as in its quest for new knowledge. Both society's need for information and claims for public accountability suggest such a response.

The Harbour Centre campus can help Simon Fraser University to demonstrate the university's commitment to serving the community which supports it. The activities of many departments can be featured there, as well as on Burnaby Mountain. It is a convenient place to offer programs directed to those who work and live in our community, and to pilot test programs and show how our research resources and programs can deal with community concerns and aspirations.

Harbour Centre is not the sole nor the primary instrument in demonstrating our accountability, but it is a vehicle we are well positioned to use, to our benefit as well as the community's.

4. **Special and Emerging Constituencies.**

The change in traditional patterns of undergraduate and even graduate attendance—from largely 18-24 year olds in full-time programs, to a more diverse student body with many attending part-time, and at interrupted periods—likely will continue. For financial, life-style, and career-change reasons, our students will continue to define the schedules and places for their studies, and we must continue to respond to this changing reality.

In graduate work (especially for the professional and the non-research Masters degree) the impact of the opportunity costs of continuing one's study is evident. There likely will be an increasing trend toward deferred or interrupted study, as shown now by the demand for the EMBA and MA in Liberal Studies. In addition to continuing and expanding interest in short-term, intensive professional development and liberal studies (non-credit) programs, there are four emerging constituencies for both full and part-time credit study:

(a) The Baccalaureate Degree Holder

Our metropolitan region has one of the highest concentrations of first degree holders in Canada—not just graduates from British Columbian universities, but also those persons who have emigrated from other parts of Canada and elsewhere. These degrees—in arts, science, and some professional fields—are, in their technical components, out of date several years after graduation. Further, and more importantly, it seems most persons after several years of work find themselves in, or wishing to be in, careers or public responsibilities that require further, and often different, advanced studies. Graduate study at the Masters level—in programs expressly designed for persons who desire both updating and career change—may be one of the most important advanced education needs of our community. In the two previously given examples (EMBA, MALS), and in other, especially American locations, the demand is significant. Potential areas for graduate program development at Harbour Centre will be outlined in the next section.

(b) The BCIT and College Graduate

Over the past ten years when seeking advice from Greater Vancouver employers about the kinds of programs we ought to offer at Harbour Centre, no other recommendation has been given with such emphasis and frequency: offer degree completion programs for BCIT graduates. Those giving us this advice observe that BCIT graduates are among the very best employees (many say the best) but that over time in an organization, as they reach middle management, their having only technical training limits their potential contributions. We are told that they need and desire opportunities to complete a degree which is more educational than technical, more general than specialist, and that the universities, in some uncomplicated way, ought to serve those persons. The Deans of Arts and Business Administration concur with this observation but add that any such program designed to meet the needs of the BCIT graduates ought to serve, as well, graduates of the specialized and technical programs of the colleges. BCIT's downtown presence, and its plans for enriched downtown programs and a permanent campus, provide a good opportunity for an SFU-BCIT partnership in addressing this need.

(c) Persons with Interrupted First Degree Programs

Many in the work force entered without degree completion. Our evening degree completion programs on the main campus, the DISC program, and part-time access to day programs have been serving this need for years. The Harbour Centre campus also provides for many such persons an ideal location for degree completion studies, perhaps in a few well defined areas such that the programs may be provided both efficiently and with predictability. Many American studies have shown that, with increasing distance between home or workplace and an educational institution, students are less likely to complete bachelor's level education. Harbour Centre's location should increase the probability of degree completion studies for those who work or live in the urban centre. Clearly, any program designed to meet the degree completion needs of BCIT and college graduates should, as well, be designed to meet the interests of other degree completion students.

5. Education For Competence.

A general concern in much of the current higher education literature is that education is too fragmented—that it often is either technical or liberal, but rarely integrated. Education for competence, many claim, requires an inextricable mix of liberal education and professional expertise. Those who argue this point urge that recurrent education for competence should include the technical skills of a liberal education—education that enhances critical awareness, assists in applying knowledge to everyday life, and strengthens a personal sense of power when dealing with complex situations. Often, proponents of this view suggest that a liberal education is best undertaken at the end of one's first degree, rather than at the beginning. Previous discussions in the SCAP/Harbour Centre Committee have focused on this concern, and it often has been mentioned by individuals in the

community who have been consulted about programs offered downtown. A recent Angus Reid survey of senior Canadian CEO's reports that 78% of those responding believed in the importance of maintaining liberal arts programming in all career development programs. A potential proposal related to this particular question will be provided in the next section.

6. The Urban Region.

Vancouver is quite unlike most North American cities. It is a desirable place not only to work, but to live. It is not divided by freeways, and access to water and parks may be unrivaled. Its residential population will grow by some 40,000 over the next twenty years with the Coal Harbour, Downtown South, and Concord Pacific developments. No urban core in North America is undergoing such a rapid transformation towards a mixed residential and business city, with some 60,000 new jobs predicted to be added in the next two decades. The opportunities for creating one of the most interesting and livable cities in North America are quite phenomenal. At the core of this development is Simon Fraser University's downtown campus. We should ensure that the campus is not only in the city (which is convenient), but also of the city, and thus participates in the city's future. An urban university is defined not only by its location, but also by its philosophy and programs, its interactive relationships, and a commitment to interaction that permeates the campus.

Simon Fraser University at Harbour Centre can contribute intellectual leadership when addressing city and regional needs. Issues such as the multicultural city, transportation, public safety, the disadvantaged, regional planning, internationalism, cultural amenities, and access to the full intellectual riches contained within a major city should be concerns of Simon Fraser University at Harbour Centre. Our downtown campus has a great opportunity here to play a catalytic role, and arguably also has the responsibility to do so.

7. Collaboration With Other Educational Institutions.

Throughout the development of the Harbour Centre campus and programs, and indeed in the creation of SFU's first downtown presence over ten years ago, SFU planners have worked to ensure complementarity and, where appropriate, collaboration with other educational institutions. In the early 1980's, joint committees of Vancouver Community College, British Columbia Institute of Technology, and Capilano College worked out understandings regarding the respective roles of these institutions. The continuing education units of both UBC and SFU consulted on program specialization and potential redundancy. Program differentiation and complementarity, more than program collaboration, were sought and maintained. At the level of particular programs (business, the arts, etc), this kind of attention to differentiation continues. BCIT Downtown and SFU Harbour Centre in particular have continued an open dialogue on programs and facilities. And SFU, through formal consortium work, collaborates with the Open Learning Agency.

In spite of a good record of program differentiation, program collaboration on specific needs and issues should be given more attention. At both program and institutional levels, discussions towards this end should be initiated.

E. HARBOUR CENTRE PROGRAM DEVELOPMENT

With consideration to our mission and context, and information and suggestions from faculty, the community, and other constituencies about program development priorities and opportunities, the following outline of program development options is presented for discussion. Of first importance for discussion and decision is the general nature or thrust chosen for program development. Given consensus about our general approach to program development, particular program options should be selected for further developmental work and subsequent Committee deliberation and recommendations to SCAP.

The three categories of program development which have guided our thinking to date are the following:

- (1) Graduate Programs for the Urban Professions
- (2) Undergraduate Programs for Special Constituencies
- (3) Seminar/Short Course Programs for Professional Development, Liberal Studies, and Education for Public Responsibility.

1. Graduate Programs for the Urban Professions

The two such programs now established at Harbour Centre—the EMBA and MA (Liberal Studies)—are judged by faculty and students as successful. They are designed especially for the adult student with a degree and experience, and a preference to combine study with a career. An appropriate expansion of such programs would focus and strengthen our Harbour Centre mission. Moreover, these programs build on Simon Fraser University's established features of strong interdisciplinary programs, access, and responsiveness to the community's concerns and aspirations. Serving important learning needs, such programs would establish mutually beneficial relationships with various business, professional and cultural sectors and would likely enroll current and potential community leaders. Research opportunities in association with community organizations should be good, and distinctive programs should attract excellent tenure track and adjunct faculty.

A major American study commissioned by the Council of Graduate Schools¹, on Masters degrees found that most American students earning Masters degrees consider their degrees terminal, professional program work, and not a step to a doctorate. These degrees are viewed as especially appropriate education for the interdisciplinarity and

¹ *Conrad, Clifton F. , Jennifer G. Haworth and Susan B. Millar*
A Silent Success: Master's Education in the United States
Baltimore: The Johns Hopkins University Press, 1993.

professionalization of work, and generally for the need to further one's qualifications in a dynamic career environment. The degrees are highly valued by students and their employers, and neither consider them to be the poor cousins of doctoral programs. (The report, among its recommendations, suggests that there ought to be both Masters and pre-Doctoral degrees.) Most American Masters degrees were found to be in professional and in interdisciplinarity areas, and these programs made very effective use of adjunct faculty and guest lecturers. Masters degree holders found their education sharpened their ability to connect theory and practice, refined their analytical and communication skills, and helped them develop a "big picture" perspective of their field. Employers said that most Masters degree graduates were far more competent and confident than employees who had only Bachelor degrees, and that they brought a fresh perspective to the workplace. Both employers and graduates credited the multidisciplinary and interdisciplinary of many Masters programs with educating graduates who were often more directly responsive to "the real world" problems than graduates of traditional, discipline-based Doctoral programs.

It is worth noting that the character of the Masters degrees described in the above study reflects much of what SFU has emphasized and has done well in its interdisciplinary, Co-op, internship and part-time studies degree programs.

A number and variety of professional Masters and other graduate programs have been suggested for development at Harbour Centre. These are listed below:

- (a) Masters of Health Administration. (Faculty of Business Administration is currently considering this area)
- (b) Graduate Program in Design. (Preliminary report completed by E. Alderson)
- (c) Masters in Manufacturing Management. (Investigation of this as a potential program is supported by S. Shapiro, R. Marteniuk, and J. Cavers)
- (d) MA (International Business). (Frequent suggestion from community groups.)
- (e) MA (Economic Policy). (This has been informally discussed over several years in Economics and most recently was suggested by Richard Lipsey, who indicated that Richard Harris is particularly interested in a program that would have a policy focus, for which there are strong faculty at Simon Fraser University. Dr. Lipsey proposed two streams, one for those with a first degree in Economics, and one for those who do not.)
- (f) MA (Gerontology). (Proposal currently at the Senate Committee stage.)
- (g) MA in Public Management. (This has been discussed by the Dean of Business Administration and Continuing Studies for some time and non-credit programs have been developed in this area.)

- (h) Masters of Science in Software Design and Management. (Now under consideration by the Western Graduate Deans as a consortium project).
- (i) Executive Masters of Science and Technology. (Analogous to EMBA in concept and design. A similar program at Penn State aims to broaden the skills of technical professionals by educating them in the tools they need to succeed in management. The curriculum includes advanced technology, environmental studies, business and economics.)
- (j) School of Urban and Public Affairs to offer a BA in urban studies, a Masters in City Planning for professional accreditation, and an MA in urban studies as a non-professional interdisciplinary program. (Suggested by an external group and currently being considered.)
- (k) LL.M, MA or Ph.D. in International and Comparative Criminal Law and Criminal Justice Policy. (Initial consideration jointly with UBC and the Society for the Reform of Criminal Law.)
- (l) Doctor of Education. (An alternate weekend program currently under consideration and in the planning stage in the Faculty of Education.)

There has been some discussion of an MA (Social Sciences) that would be analogous to the MA (Liberal Studies). For some time such a program for an urban audience has been offered by the University of Chicago. Also, an environmental studies option at Harbour Centre has been suggested.

Even without further explication of these proposals, there clearly is considerable overlap in curricula and possibly intended clientele. Further, there may be greater need for some programs than others, and some may have stronger, more interested faculty champions than others. And each will have its own resource requirements and funding potential.

To assist further committee consideration of the above suggestions, it is proposed that the Chair of SCAP/HC Committee, in collaboration with the Vice-President, Academic and appropriate Deans, assess the extent of interest in the suggested programs. Where interest and potential academic viability exist, brief statements of interest will be invited. These statements would include preliminary comment on program rationale, intended clientele, general curricula, collaborative possibilities with other institutions, and resource requirements, availability, and potential. These statements of interest, upon review by the Vice-President, Academic and Deans would be put before the SCAP/HC Committee, with a view to:

- (a) selecting those for further developmental work
- (b) identifying, if even in a very preliminary fashion, areas of potential curricular linkages
- (c) identifying areas where programs ought to be considered, but for which we have no statements of interest
- (d) devising a plan for the coordinated development of program proposals.
- (e) considering resource requirements and potential funding sources.

It is anticipated that out of this consultative planning process several proposals will emerge as priorities for development, with others scheduled for further consideration or later development. Program funding will be a critical consideration at this decision point.

At the conclusion of this planning phase a status report will be forwarded to the Senate Committee on Academic Planning.

2. Undergraduate Programs for Special Constituencies

Fourteen certificate and diploma programs currently are offered at Harbour Centre. These programs permit concentrated studies, but they also provide opportunities to complete some or all of the requirements for degree study which previously was interrupted. Also, some students enroll in these programs to begin credit study after some absence from school. These opportunities for those who work and live in the downtown area should be continued.

Since the inception of Harbour Centre programs, it has been the view of most committee members that the Harbour Centre mandate and presence in the community would be strengthened if the campus had one or two distinctive undergraduate programs designed for special constituencies for which the downtown location would be most appropriate. Two such programs are offered for consideration:

(a) A degree completion program for BCIT and college graduates.

As discussed above, the need for such programs has been voiced broadly and persistently, and our Ministry clearly has interest in a university response to this need. Deans Shapiro and Alderson support consideration of such a program. Dr. Shapiro has proposed for examination a "School of Career Studies" that would be free-standing, if necessary, and which would offer a special degree in Business Administration for college and institute graduates. The Ministry of Skills, Training and Labour, could very well be interested in funding a study of the degree completion needs and interests of BCIT and college graduates.

(b) Business and Liberal Arts Degree.

According to an article in the journal, Metropolitan Universities, one of the most successful new degree programs developed for an urban clientele is the Business and Liberal Arts (BALA) degree at Queens College, New York. This program is led by a community-activist President, Shirley Strum Kenny. Her objective was to create a degree that would help graduates secure jobs, but at the same time provide the "survival and intellectual skills" which are provided by a liberal arts education. As the title of this degree suggests, it integrates business and the liberal arts, with co-op education/internship requirements. The program at Queen's College was developed with extensive community consultation and support. The program aims, as a first priority, to develop excellent writing and speaking skills, as well as the competence to analyze problems and make decisions.

Such a program at Harbour Centre, developed in consultation with the community, could have the following features:

- (i) Integration of liberal arts and business
- (ii) Demonstration of a high level of communication competence
- (iii) Co-op/internship program component
- (iv) International focus, e.g. a required foreign language
- (v) Structured curriculum.
- (vii) An active and involved community advisory committee.

It is proposed that the SCAP/HC Committee strike a small working group to investigate further the appropriateness and feasibility of such a degree program at Harbour Centre, and how it might be integrated with a program that would serve BCIT and college graduates. (The Report on Part-Time Studies and actions in regard to it by SCAP may be the vehicle for this proposed investigation.)

3. Professional Development and Liberal Studies Programs (Non-Credit)

These programs at Harbour Centre have a good foundation and the Dean of Continuing Studies, in consultation with Faculty Deans, has proposed priorities for future development, including significant expansion of liberal arts programming which would recognize the particular interests of a highly educated urban audience. The Dean of Arts recently established a committee to encourage such program initiatives within the Faculty of Arts.

The new Executive Management Development Program forms the centerpiece for program development in the business area. The existing programs in cross cultural communication and strategic business practice will be revised to complement it. An advanced version of the program is in the planning stage as is a professional development program for EMBA alumni. Two other developments being contemplated are a series of short courses in business strategy and policy, and an extension of the work already begun in customized contract education for business.

Relative to their prominence in the University and their importance in the community, science programs are the least well developed at Harbour Centre. A special appointment or secondment may be necessary to make any substantial progress with such developments. It is proposed that every effort be made by the Chair of SCAP/HC and the Deans of Science and Applied Sciences to secure program development funding for science programs.

Clearly, the initiation of new graduate programs and undergraduate programs as suggested above would provide the resources and rationale for non-credit program development in those fields. A Health Administration Graduate Degree, for example, would provide a focus for professional development seminars and short courses and would indeed help position, and attract students to, the credit program.

Areas now being considered for development include the following:

- (a) Science Programs.

A special initiative with development funding will be required to achieve any prominent presence of science at Harbour Centre.

(b) Communication Skills.

Communications programs are a real strength at Harbour Centre and a strength on which we probably ought to build, given the importance of various means of communication within the local and global communities. Various proposals are under development, including a Summer Institute in Communications for recent graduates.

(c) International and Multicultural Programs.

We have had considerable success with several international programs over the last two years but additional emphasis should both serve a need and help position Harbour Centre as a place for international and multicultural education. International visitors should augment many of Simon Fraser University's programs. A specially designed conference centre for international meetings is under development.

(d) Education for Public Responsibility.

No university in Canada does what should be done in educating working citizens for public leadership and informed decision-making. We have done some work, but the funding of such programs solely from revenue has proven impractical. Further development of the City Program, a component of this area, is underway and external, foundation funding is being sought. In the area of public policy programs, our science departments could play a prominent role.

(e) Career Planning Centre.

Career development advice is a service which many current and prospective students of all ages seek, yet no such service, at the university-level, is provided within the city. Many urban American universities offer such a service on a cost-recovery basis. A career planning service at Harbour Centre should be investigated.

(f) Program Development Centre.

This Centre would assist organizations in the planning, organization and evaluation of their own training programs, with the object of having organizations undertake greater responsibility for their job-related education and training. It has been proposed by the Dean of Continuing Studies that the feasibility of establishing such a Centre be determined.

(g) International Conference Centre.

The gift of a heritage bank building across the street from Harbour Centre provides us with an opportunity to build one of the best international conference centres on this continent. A concept paper on this Centre is provided as Appendix D. Private funding of this Centre is being sought.

(h) Education and Career Development Research Centre.

Decisions about the appropriateness, effectiveness and practicality of our educational programs ought to be as informed as possible. It is proposed that funding be sought for a three-year pilot project directed to an enhanced

understanding of program needs and the effectiveness of particular programs and methodologies.

(i) Computing Science and Technology

Harbour Centre provides a central venue and technical facilities to respond to the needs of computing professionals for frequent updating and further education. A proposal for a program of *Advanced Study in Computer Science* is being prepared by the School of Computing Science.

(j) Language Programs

With increasing numbers of educated immigrants settling in the Lower Mainland and increasing numbers of visa and/or immigrant students in British Columbia, the demand for Advanced English as a Second Language instruction exceeds its provision. A number of successful courses and programs currently based at Harbour Centre incorporate English language components, such as the Immigrant Women in Science Program and the Advanced Interpreter Education Program. An *English Language and Culture Program for Non-Native Speakers of English*, intended for immigrant professionals in business, technology and other fields is being considered.

(k) Law and Criminal Justice

Over the years, the School of Criminology has made a particular commitment to the provision of a range of continuing education programs in the area of criminal justice. SFU at Harbour Centre's downtown location, with proximity to the concentration of community expertise in this field, provides a particular opportunity to develop established, regularly offered programs for senior and mid-level professionals in justice.

(l) Liberal Arts for Executives and Professionals

Inquiries are frequent from senior executives and professionals about opportunities to explore ideas and issues in an intellectually stimulating environment. A few universities, such as Brandeis, Chicago, and Stanford, offer programs in the liberal arts aimed at the special needs and structured to meet the time constraints of executives and professionals. Simon Fraser has the opportunity to create a program distinctive to Vancouver at the Harbour Centre campus. In response to local inquiries, a series of issues seminars for executives and professionals is being developed jointly by the Faculties of Arts and Business Administration. A liberal arts program for teachers, setting fundamental issues in context, is being considered.

(m) Summer Programs

Summer offers a distinct time period to concentrate and market certain kinds of programs. In particular, intensive Summer *Institutes*, both credit and non-credit, in a range of areas should be explored.

Excerpt from W.G. Saywell (1991) *Challenge 2001: The President's Strategic Plan*. Simon Fraser University, pp. 16 - 19.

4.8 Simon Fraser University at Harbour Centre

Simon Fraser University will complete the development of its Harbour Centre campus and will maintain its leading role as the primary provider of recurrent education in the Vancouver city core.

Today's society is a knowledge-based society. More than yesterday, but less than tomorrow, we must compete in a global community of ideas, markets and cultures. The speed with which the corpus of knowledge is now changing means that recurrent education will assume ever increasing significance. Recent studies indicate that half the knowledge received by students graduating in today's professional programs will be obsolete within five years. Also within five years, 50 percent of the current workforce will either be employed in jobs different to those they now hold or will be doing the same jobs in radically different ways. Over 80 percent of the professional workforce going into the next century are already adults. These accelerating changes, along with the challenges presented higher education by an aging population and by a society enjoying greater access to leisure time, underline the high priority recurrent education must be given across the spectrum of academic programs.

Simon Fraser University has acquired a national reputation for its place at the vanguard of recurrent education and we shall continue to provide leadership by offering unique programs that reach out to the community. Particular attention will be given to developing access to part-time graduate study. Existing programs,

such as the weekend Executive MBA, will expand to allow improved access for individuals who reside outside the Lower Mainland. Collaboration with the Open Learning Agency will evolve into an increasingly effective partnership. Most important of all, the Harbour Centre campus, assisted by funding from the Access Program, will have a major impact on extending adult recurrent education in British Columbia.

The Harbour Centre campus has won national acclaim as a model inner-urban centre of higher education. Conceived from a belief that formal education is changing from a full-time commitment over four years to a part-time commitment over a lifetime, the programs at Harbour Centre provide opportunities for on-going learning throughout an individual's life and career.

While Simon Fraser at Harbour Centre offers access to the disciplines and knowledge base present at the Burnaby Mountain campus, Harbour Centre has its own distinctive mission. The downtown campus is specifically designed to address the recurring education needs of individuals who through previous education, intellectual growth or experience have already established the necessary foundations for advanced learning. A 1989 document prepared for the Senate Committee on Academic Planning (SCAP) helps define the program focus at Harbour Centre:

"Universities, beyond their "traditional" clientele, have for years served adults in two ways: first through offering non-credit self-development and personal enrichment courses on any variety of topics studied at university; and second, through the provision of opportunities to start or complete a university degree. These continue to be important needs. But with accelerating change a third need has emerged — that of providing opportunities for adults possessing fundamental competence to return to university in order to keep up with evolving circumstances and conditions — much as university faculty members seek sabbaticals or specialized seminars to

maintain their currency, vigour and competence. It is this third, emergent need, that we should primarily address in our programs at Harbour Centre."

In 1990, approximately 20,000 adult learners benefited from access to Harbour Centre programs and services. While the selection of learning opportunities is already impressive (Appendix IV), it will continue to expand: recently approved research and teaching programs range from the Latin American Business Resource Centre to the Centre for Policy Research on Science and Technology, from the Masters of Arts in Liberal Studies to actuarial mathematics. While most of the credit courses offered at Harbour Centre are selected and designed for recurrent learners enrolled in entry-level, certificate and diploma programs, students following a degree completion path at the Burnaby campus may elect to take some of their course requirements at the downtown facility. In the decade ahead, Harbour Centre will develop new programs of recurrent education as well as relieve some enrolment pressure on Burnaby Mountain. Combined undergraduate and graduate enrolments will rise to 1400 in 1995/96, and to 2700 FTE in 2000/01.

In just two years, Simon Fraser University at Harbour Centre has become the locus for intellectual and cultural activity, technical assistance and economic renewal in the surrounding community. Aside from serving the people and organizations that are concentrated in the city core, it also calls on their expertise to assist in delivering its teaching and research programs. The quality and scope of downtown campus programming has confirmed the University's leadership in recurrent education and community access. As an added benefit, Harbour Centre's success has contributed positively to Simon Fraser's overall reputation and has strengthened public support for its innovative programming.

Planning Strategy

- (a) The University will consolidate its leadership in the delivery of urban-based, recurrent education by expanding its facilities and programs at the Harbour Centre campus.

- (b) New programs will be developed largely at the graduate level for urban professionals and, within an international context, in fields such as publishing, criminal justice administration, computing science and entrepreneurial studies.

Simon Fraser University at Harbour Centre
Program Status November 1993

Simon Fraser University at Harbour Centre
Program Status November 1993

<u>Program</u>	<u>Dept/Faculty</u>	<u>Comment</u>
A. <u>Credit</u>		
a. <u>Certificates</u>		
1. Actuarial Mathematics	Math & Stats	
2. Criminology (Advanced and General)	Criminology	
3. ESL Linguistics	Linguistics	
4. Liberal Arts	Arts	
5. Literacy Instruction	Education	
6. Senior Citizens	Arts	
7. Urban Studies	Geog/Pol Sci	
b. <u>Post Baccalaureate Diplomas</u>		
1. Community Economic Development	Arts	
2. ESL Linguistics	Linguistics	
3. Ethnic and Intercultural Relations	Soc/Anth	
4. Gerontology	Gerontology	
5. Humanities	Arts	
6. Urban Studies	Geog/Pol Sci	
c. <u>Graduate</u>		
1. Executive MBA	Business Admin	Weekend module 91-3
2. Master of Arts in Liberal Studies	Arts	Masters program 91-3
d. <u>Other</u>		
1. Visual Arts Studio	School for Contemp Arts	611 Alexander
B. <u>Research Centres and Institutes</u>		
1. Canadian Centre for Studies in Publishing *	Communication/Arts	Operational/Masters under development
2. Canadian Institute for Advanced Research	Economics	Operational (Richard Lipsey)
3. Centre for North American Business Studies *	Business Admin	Operational/Fundraising

Simon Fraser University at Harbour Centre
Program Status November 1993

<u>Program</u>	<u>Dept/Faculty</u>	<u>Comment</u>
4. Centre for Policy Research on Science and Technology	Applied Science	Operational/contract funding/Guild appointment
5. David Lam Centre for International Communication *	Communication	Operational
6. Geraldine & Tong Louie Human Performance Centre *	Kinesiology	Operational/Certificate offered
7. Gerontology Research Centre	Arts	Operational
8. Institute for Canadian Urban Research Studies	Criminology	Operational/ <i>not approved by SCAP-HC</i>
9. Institute for Studies in Criminal Justice Policy	Criminology	Operational/ moved to main campus
10. Latin American Business Resource Centre	Spanish & LAS	<i>Integration with CNABS under discussion</i>
11. Praxis Film Development Workshop *	School for Contemp Arts	Operational/ <i>not at Harbour Centre</i>
12. W.J. Van Dusen B.C. Business Studies Institute	Business Admin	Funding source only

* *Includes credit and/or non-credit teaching component(s)*

C. Services

- | | | |
|---|---------------------|-------------|
| 1. Statistical Consulting Service/Industrial Statistics | Mathematics & Stats | Not active |
| 2. Conference Services/Meetings and Special Programs | Continuing Studies | Operational |

Simon Fraser University at Harbour Centre
Program Status November 1993

D. Professional Development and Liberal Studies Programs (non credit)

PROGRAM	COURSES
1. Arts & Cultural Administration	Three levels: Introductory, Foundation and Cultural Leadership; Issue Seminars: 1 to 2-day based on topical issues; Courses extend over a period of weeks developing specific skills needed by administrators.
2. Arts Program	Music at Noon: monthly noon-hour concerts; Art at Night: series of lectures, concerts, and forums on Thursday evenings; Teck Gallery at Harbour Centre: monthly exhibitions; First Thursday events associated with the current exhibition in the Gallery; Film Series: public film series in cooperation with Praxis and courses for both filmmakers, teachers and public; Courses in the arts: for arts administrators, teachers and public
3. Design Program	Lectures and symposia dealing with theoretical and applied topics; Courses: administrative practices and skills for designers
4. Securities Program	Organizing and Managing a Public Company II (PUBCO II). Understanding the requirements, responsibilities, procedures and problems. (10 sessions, every semester)
5. Business and Professional Programs (Executive Management Programs)	The new Executive Management Development Program forms the centrepiece for program development in the Business area. The existing programs in cross cultural communication and strategic business practice will be revised to complement it. An advanced version of the program is in the planning stage as is a professional development program for EMBA alumni. Two other developments being contemplated are a series of short courses in business strategy and policy, and an extension of the work already begun in customized contract education for business.
6. Bank of Montreal Forum	An annual lecture series featuring outstanding economists.
7. Tourism Programs	Executive Development Series in Tourism Marketing: 7 1 - 2 day courses offered annually in Vancouver and various regions throughout BC. Professional Development Workshop for Tourism Educators: annual workshop for secondary and post secondary teachers of tourism - topics and venues change each year. Professional Development for Travel Managers: 5 2 1/2 day courses, approved for ACTM credit by ACCESS, offered annually. Executive Development Program in Tourism Management: intensive week-long program currently under development.
8. Fellows' & Professional Certification Programs	Programs of study offered in association with 14 professional associations & institutes: Institute of Canadian Bankers; Canadian Institute of Management; Canadian Direct Marketing Association; Canadian Institute of Travel Counsellors; Insurance Institute of Canada; International Foundation of Employee Benefit Plans; Purchasing Management Association of Canada; Trust Companies Institute; Project Management Institute; Association of Administrative Assistants, Credit Union Institute of Canada; Risk and Insurance Management Society; Building Owners and Managers Institute, Institute of Chartered Shipbrokers.

Simon Fraser University at Harbour Centre
Program Status November 1993

D. Professional Development and Liberal Studies Programs (non credit) Cont'd

PROGRAM	COURSES
9. Foundation Program in Management for Women	A program of 6 3-day seminars offered annually
10. Research Skills for Health Professionals	12 short courses; expansion of programs in this area is underway
11. Advanced Interpreter Education Program	An 11-month program of academic courses, interpreter training courses, field trips and practicums
12. Strategic Communications	12 - 16 These programs constitute the University's Writing and Publishing Program. Includes a range of 1- to 3-day seminars and short courses of 6-10 weeks duration; an average of 50 courses are offered each semester. In addition, conferences, symposia, and lectures are offered through the Canadian Centre for Studies in Publishing. Certificates are available in Business Writing, Publishing and Technical Writing.
13. Business Writing	
14. Technical Writing	
15. Publishing	
16. Professional Writing	
17. Public Policy Programs	Interdisciplinary seminars, conferences, & symposia at the local, national, and international levels; 2 to 5 events are offered each semester
18. Humanities Programs	Lectures & events sponsored through the Institute for the Humanities; several events each semester
19. Professional Studies in Psychology	A series of 1- to 2-day seminars & workshops
20. International Communication	Programs of the David See-Chai Lam Centre for International Communication in the areas of languages, business, and culture
21. University Sponsored National and International Conferences	For example, "Crime & Criminal Justice in Canada & Japan: Understanding Our Differences"; "Between Theory and Practice: A National Conference on Teaching Publishing", Canadian Association for University Continuing Education.
22. Liberal Studies	Short courses, lecture series, & special projects
23. Community Conferences	Sponsored by outside organizations & agencies and offered through the Conference Services Office
24. Special Lecture Series: • <i>The Leon & Thea Koerner Foundation Lectures in the Liberal Arts</i> • <i>John K. Friesen Lecture Series in Gerontology</i>	A series of monthly lectures on Thursday evenings in the liberal arts An annual series designed to meet the continuing education needs of agencies and individuals responsible for planning, administering and providing services to the elderly.
26. The City Program	Short courses, forums, lectures, & events related to issues & topics surrounding the city; professional development in civic areas; citizen education; urban issue forums; culture in the city
27. Credit Courses offered also on a Non-Credit Basis	2 to 4 13-week courses per semester, eg. Opera

Simon Fraser University at Harbour Centre
Program Status November 1993

D. Professional Development and Liberal Studies Programs (non credit) Cont'd

PROGRAM	COURSES
28. Community Series	Saturday seminar series offered by MALS on topics related to the idea of community.
29. North American Business Studies	Special lectures & seminars
30. Non-Profit and Voluntary Sector Management	Courses at Harbour Centre, Prince George and Nanaimo. National certificate program through the Canadian Centre for Philanthropy

Appendix C

Corporate and Government Use of Facilities

Simon Fraser University at Harbour Centre
1993 - 1994

A & W Food Services	Canada Mortgage and Housing
Abramson, Deverall and Associates	Canadian Academy of Musical Arts
ACCIS-Graduate Workforce Professionals	Canadian Association of Journalists
Air Resources, BC Environment	Canadian Information Processing Society
Alzheimers Society	Canadian Institute of Marketing
Architectural Institute of BC	Canadian University of Overseas
Asia Pacific Foundation	Canfor
Association of BC Professional Foresters	Cantel
Association of Book Publishers of BC	Central City Lodge
Association of Professional Engineers	CIBC
Association of Record Managers	CITC
Auspex Systems	City of North Vancouver
Bank of Nova Scotia	City of Vancouver - Planning Department
BC Arbitration and Mediation	City of Vancouver Police Department
BC Biotech Alliance	Coast Guard
BC Central Credit Union	College of Psychologists
BC Centre for International Education	Colliers, MacAulay, Nicolls
BC Children's Hospital	Cominco
BC Data Management Association	Community Airport Newcomers Network
BC Gas	Concert Industries Ltd.
BC Housing	Connor Development Services
BC Hydro	Consulting RDNs Practice Group
BC Ministry of Energy Mines	Continuing Legal Education
BC Real Estate Association	Continuing Studies - UBC
BC Technology Industries Association	Control Plus
BC Trade, High Tech. Branch	Council of Forest Industries
Bovar-Concord Environmental	Court Services

Canada Customs
Health and Welfare Canada
Human Resource Management
IBM Canada
IDI of BC
Imagination Media
Immigration Canada
Industry & Science Canada
InfoBild
Infomart/Dialog
INSINC
Institute of Certified Management Accounts
Insurance Corporation of BC
International Briefing Associates
Internet Exploration Group
Jack Webster Foundation
Japan Travel Bureau
Johnson Management
Justice Institute of BC
Kelly Production Services
Leadership Vancouver
Life Underwriter's Association of Canada
Liquor Distribution Branch
Literacy BC
Lorax
Maxwell Energy Corp.
McKim, Baker, Loveck, BBDO
MDRU, Geological Sciences
Mead Data Centre
Micromedia/Dialog
Microsoft
Ministry of Education

CP Rail
Ministry of Energy, Mines & Resources
Ministry of Forests, Integrated Resources Br.
Ministry of Health
Ministry of Skills Training and Labour
Ministry of Social Services
MK Wong & Associates
Mortgage Network of Canada
MRDU, UBC Geological Studies
National Academy of Older Canadians
National Wireless Communication Research
Netframe Systems
New Star Books
Office and Technical Employee Union
Open Learning Agency
OTC Management Inc.
Outcomes Working Group
Pacific Forest Products
Pacific Rim Institute of Travel
Paradigm Training International
Peace Arch Community Services: ADEPT
Peat Marwick Thorne
Personal Workstations
Preswitt Manufacturing
Price Waterhouse
Progressive Conservative Party
Project Management Institute
Public Service Commission
Public Works & Government Services
Real Estate Foundation
Registered Nurses Association
Registrars Office, UBC

SIMON FRASER UNIVERSITY

INTERNATIONAL CONFERENCE CENTRE

SIMON FRASER UNIVERSITY INTERNATIONAL CONFERENCE CENTRE

The single greatest challenge facing managers in the developed countries of the world is to raise the productivity of knowledge and service workers. This challenge, which will dominate the management agenda for the next several decades, will ultimately determine the competitive performance of organizations. Even more important, it will determine the very fabric of society and the quality of life in every industrialized nation.

Peter F. Drucker

Among institutions of higher education, Simon Fraser University at Harbour Centre has established itself as a leader in advanced, mid-career education.

In a time of unprecedented change and international competition, knowledge has become each country's principal resource. Investment in the skills, attitudes and education of its people of all ages is Canada's principal challenge. A critical part of this challenge must be met by those who discover and make things, sell things, create and communicate ideas, manage resources, provide services, and frame public policies and programs. These experienced, educated workers must continue to improve what they do.

Simon Fraser University at Harbour Centre's mission is to serve these people and their organizations.

The University has set certain priorities for program development at Harbour Centre. These include communication and cross-cultural education, management of organizations and technological development, liberal studies, urban and public policy studies, education for public responsibility, all within an international context.

We see increased demand for international exchanges in a global economy, for intensive, advanced training programs and for more attention to expert and public consultation in public policy formulation. We also see the need to enhance the productivity and effectiveness of these exchanges, training programs and consultations.

As we develop and enrich our university's downtown programs, to better serve all our constituencies, we seek to establish an International Conference Centre that will serve the specialized needs of advanced-level meetings.

AN INTERNATIONAL CONFERENCE CENTRE

Vancouver is one of the best cities in the world in which to meet, but it lacks the kind of conference centre where the facility itself enhances truly interactive meetings.

We propose, therefore, to create a superb new facility: the Simon Fraser University International Conference Centre, in the heart of downtown

Vancouver. The city is an ideal setting for a sophisticated, world-class conference centre.

The centre will be dedicated to highly productive meetings. Some examples would include government policy sessions, advanced management training, association conferences, research seminars, policy, product and program announcements, national and international meetings, and forums for public dialogue and consultation.

The site is the heritage Toronto Dominion Bank building, designed by Somerville and Putnam in 1920, at Hastings and Seymour Street. The exterior of the building will be preserved and refurbished; the interior will be converted into a "building within a building," providing outstanding meeting space.

In both design and operation the centre will meet the specialized requirements of conferences, enhancing maximum participant interaction. The centre will have the following characteristics:

- A main elliptical, tiered conference room for groups of up to 150 with all-day, comfortable seating, full-table work space, and ease of personal access.
- Adjacent seminar, display and reception rooms to accommodate an equal number.
- Fully interactive communication capability (including simultaneous interpretation) with variable lighting, direct and private access to telephones, facsimile machines and consultation spaces.
- Full accessibility for the disabled.
- State-of-the-art instructional media and communication technology for all audio, video, graphic and computer-based presentations, including international telecommunications.
- A professional conference staff committed to client-centred program planning and organization.
- Integrated access to a hotel designed to respond to the specific needs of participants.
- Comprehensive security arrangements.
- Full facilities for the media.

An initial design concept for the project and a preliminary model of the conversion have been prepared by award-winning architects and planners, Aitken Wreglesworth Associates.

THE MARKET

A 1990 report on North American meetings and conventions concluded that "University-affiliated conference centres are the fastest growing segment of the (meeting) industry." Such centres, most of them in the eastern United States, combine the strengths of professional program development capabilities with outstanding meeting rooms and international-standard accommodation.

Advanced-level conference and training sessions are intense activities. Conference participants expect a comfortable and efficient work environment that promotes effective use of their time. Features would include generous table space, simultaneous interpretation, full-day work comfort in a room designed for face-to-face communication, space for small group work sessions and discussions, and world-connected instructional and communication technology.

Hotel space must serve multiple purposes, from weddings to conventions. Hotels generally cannot provide dedicated, specialized meeting services to mid-sized groups of 100-150 people gathering for several days of focussed work. These groups usually require privacy, security and extensive technical and administrative support.

University space generally is designed for short-term instruction, and even SFU's Harbour Centre facility, which is the best in Vancouver, does not provide meeting space suitably equipped for international-level meetings. Such space must be designed and operated so that all energies can focus, for sustained periods, on the tasks at hand.

The International Conference Centre will give Vancouver such a facility. It will be unique in the Pacific Northwest, and among the best in the world.

Vancouver's reputation as a great place for meetings continues to grow. It is an ideal setting for a sophisticated, interactive conference centre. Its moderate climate, convenient international transportation links and safe, clean environment enhance the city's assets.

Despite a world recession, the number of visitors and conference delegates to visit Vancouver in 1992 exceeded the record level set in 1986, Expo Year. A specialized facility of the kind proposed here will complement existing space and serve many of the meetings now scheduled for Vancouver. It also will attract many conferences that would be located elsewhere.

The heritage bank building is ideally suited to the design of an international conference centre, and the university has the resources and skill to manage it. The centre will provide university faculties and community organizations with new opportunities to plan and promote the kind of meetings this special facility will serve.

The Harbour Centre campus has already proven that well-designed facilities attract and promote new ventures. The proposed International Conference Centre will do the same.

BENEFITS

Harvard political economist, Robert Reich, in his study *The Work of Nations*, describes the new global economy whose main capital is knowledge: "Each nation's primary assets will be its citizens' skills and insights." Relevant public amenities, he argues, are required to meet this challenge, and among these are an appealing natural/urban environment, an international airport, world-class universities and good meeting places. In combination, these provide knowledge and ready access to the rest of the world.

Vancouver has most of these requirements, plus excellent instructional facilities and hotels, but it has no dedicated space for intensive, interactive and international conferences.

The International Conference Centre will fill this gap. It will also become an important part of the intellectual life of Vancouver and British Columbia.

It will provide the university with the space to plan and hold significant regional, national and international meetings. Business, cultural, labour and special interest groups will have a place specially designed for interactive planning, education and consultations. Governments will have a place to hold provincial, national and international meetings where they can be linked with their constituencies and the rest of the world through technology and simultaneous language interpretation.

The centre will contribute to Vancouver's overall capacity to host events of national and international importance, and will provide the most productive environment available in which to conduct international exchanges, policy deliberations and research seminars. Knowledge-based industry, already attracted by our natural environment and excellent universities, will see the International Conference Centre as an additional incentive for locating in the Greater Vancouver Region.

IMPLEMENTATION

Allied Holdings, through its principal, Mr. Peter Eng, has declared the Hastings and Seymour heritage bank building as a gift to Simon Fraser University. In consultation with potential users, the City of Vancouver and the Province of British Columbia, Simon Fraser and Aitken Wreglesworth Associates will design the International Conference Centre so that it may achieve the objectives set for it. Estimates for conversion, including seismic upgrading, plus costs of furnishings and instructional and language interpretation equipment are \$7 million. In addition, \$5 million will be sought as an endowment whose income will help offset operating costs. These funds will be secured through a private fund-development campaign. Plans for this campaign already are underway.

Operating costs will be met through revenues and endowment income. Preliminary estimates developed by a business plan indicate this is feasible.

Detailed operational plans will be developed in consultation with the university community and with the Government of British Columbia.



BRITISH COLUMBIA
INSTITUTE OF TECHNOLOGY
3700 Willingdon Avenue
Burnaby, British Columbia
Canada V5G 3H2
Tel. (604) 434-5734

1994 January 4

Dr. Jack P. Blaney
Vice President for Harbour Centre
Simon Fraser University
Burnaby, British Columbia
V5A 1S6

Dear Dr. Blaney:

subject: Comments on the document entitled: *Program Development at Harbour Centre*

Thank you for the opportunity to comment on your draft document. Please accept my apologies for the delayed response.

As you know BCIT is actively pursuing the development of a new downtown centre. This will provide a significant opportunity to increase the level of our current activities in the downtown area, to expand our range of activities where warranted by demand, and to building linkages and partnerships with professional associations, industry and education/training institutions.

It's clear that SFU Harbour Centre and BCIT Downtown will have opportunities to work together as we provide education and training options for a broad spectrum of clients. It's my belief that the needs of that diverse clientele will be met through offerings by our institutions which complement each other.

I would like to address some specific items in your document.

On page 5 (page 13/14, as well) there are references to consideration of Harbour Centre as "a vehicle for serving college and institute (especially BCIT) graduates ..." We support and encourage this activity and would like to promote discussions which will seek to assure that opportunities for students will be defined so as to be smooth and efficient for them. In addition, and as you know, BCIT's proposed Bachelor of Technology degree will provide a balance of specialized technology skills with liberal education components. SFU is certain to play a role in this process since liberal education courses can be taken through B.C. colleges, universities and the Open University. (One condition for liberal education course acceptability will be that the courses are to be eligible for credit transfer to any of those institutions).

Discussions are already underway between members of our institutions regarding the possibility of a gerontology laboratory (page 7) at BCIT Downtown. While the state of this option is quite preliminary, it does represent the kind of relationship which fosters collaboration.

The "special characteristics of SFU" and their manifestation through Harbour Centre (page 10) are mentioned in the context of *niche* building. BCIT has a tight focus on its *niche* as well, one that we believe can emerge in the downtown environment in a complementary fashion to the education/training options offered through Harbour Centre.

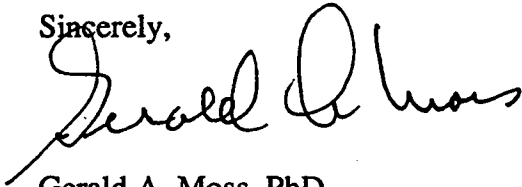
Your assessment of the unique and positive evolution of the Vancouver urban core (page 15/16) is shared by us. When you note that SFU at Harbour Centre "can contribute intellectual leadership when addressing city and regional needs..." we would add that BCIT is prepared to join in and foster practical and applied leadership within the same framework, working jointly with others.

As you begin to explore the range of graduate programs suggested for Harbour Centre (page 19) it would be worthwhile to consider discussions with BCIT regarding its proposed Bachelor of Technology program areas. The working world of today and tomorrow is requiring consideration of recurring education and those who will leave BCIT with a degree will not be excepted. Those graduates working and living in the Vancouver urban area may seek the resources of SFU Harbour Centre in the future and our efforts should combine to maximize opportunities for their success.

We have found your document to be very interesting and informative. It has clearly articulated the importance the SFU's position in the downtown area and has suggested some initiatives which are certain to be very valuable. With the advent of a new BCIT Downtown within the next few years, and its expanding set of offerings, we feel there are opportunities open to SFU and us for further exploration. Working together to meet the needs of a "learning society" in urban Vancouver should prove beneficial to all.

Thanks again for the occasion to comment on your document.

Sincerely,



Gerald A. Moss, PhD
Vice President, Student Services and
Educational Support

cc:

John Watson, President
Brian Gillespie, Vice President, Education
Ray Walton, Acting Vice President, Education
Neil Howard, Executive Director, Marketing and Development

December 1, 1993

Dr. Jack P. Blaney
Vice-President for Harbour Centre
and External Relations
Simon Fraser University
Burnaby, British Columbia
V5A 1S6

Dear Dr. Blaney:

Thank you for your letter of October 4, 1993, and the draft paper outlining potential program developments at Simon Fraser University (SFU) at Harbour Centre. My apologies for the tardiness of this response.

I have reviewed the document and would like to offer the following comments on it.

First, the reference to the Smith Report and the need for greater public accountability on the part of universities is timely and consistent with government expectations. SFU Harbour Centre is particularly well placed to demonstrate how the research and teaching functions of an adaptable and service-oriented institution serve the community which supports it.

I note that the paper also stresses the need for degree opportunities for British Columbia Institute of Technology (BCIT) graduates and those from specialized and technical college programs. Development of a ladder program with SFU Harbour Centre with an emphasis on business skills is certainly one possible approach to address this issue. It should be noted, however, that BCIT has expressed strong interest in attaining independent degree granting status.

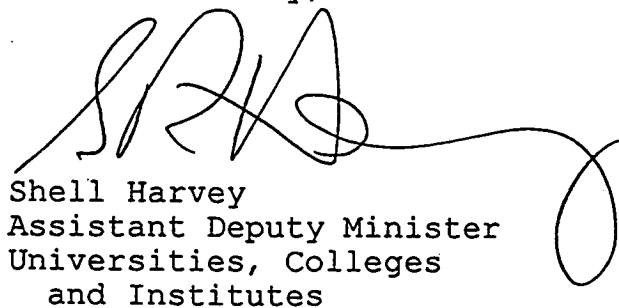
Harbour Centre's evening degree completion program is a sound idea which will clearly contribute toward improved degree completion rates. In addition, the program is consistent with the Ministry's emphasis on recognition of prior learning, lifelong learning and innovative approaches to post-secondary education.

Education for competence is another concept given a high priority by government. As part of the "Skills Initiative", the government is stressing the importance of educational programs that prepare students for employment in an increasingly technical and knowledge-based economy.

Finally, the emphasis that SFU Harbour Centre places on collaboration with other educational institutions is also commendable. The Ministry is certainly supportive of SFU's intention to pursue program collaborations. Laddering and bridging programs have both been very successful among other institutions and represent a logical direction for Harbour Centre.

I trust you find these comments useful. Thank you again for sharing the draft paper and please accept my sincere best wishes for the continued success of SFU Harbour Centre.

Yours sincerely,



Shell Harvey
Assistant Deputy Minister
Universities, Colleges
and Institutes

cc: Dr. John M. Munro, Vice President/Academic