

SUMMARY AND CONCLUSIONS

The Review Committee was very impressed with many aspects of the Continuing Studies program at Simon Fraser University. The various and diverse courses and programs seem to be of high quality, integrated with and sponsored by academic units and, in general, meeting market needs. The Harbour Centre operation is exemplary - in terms of programs, service and physical amenities. The Continuing Studies staff is very dedicated, creative and self-directed. The numbers of staff, the variety of programs, the diversity of locales are all most impressive - especially in an era of economic recession and university financial restraint.

Because of the diversity of programs, people, locales and alliances, the management of the Office must present a major challenge; a challenge that must be met in order to maintain the quality and substance that has become the trademark of Simon Fraser University. This diversity has caused problems of isolationism, job insecurity, poor staff communications and lack of specific direction and objectives.

The Review Committee made 14 recommendations relating to specific aspects of the Continuing Studies program. In addition to the excellent program base, which already exists, a new mission statement and objectives, a reorganized management structure and a clarification of roles and responsibilities will maintain Continuing Studies' position at the forefront of Canadian university education.

RECOMMENDATIONS

It is recommended that:

1. the budget for teaching evening credit courses be assigned to Continuing Studies which in turn could transfer appropriate funds to academic units according to their level of activity in teaching evening credit courses.
2. Continuing Studies maintain its aggressive role in serving specialized markets with credit courses (e.g. native groups, prisoners, off-campus communities).

3. the Senate Committee on Continuing Studies review all certificate and diploma programs on the basis of criteria developed by the Senate Committee paying particular attention to viability, structure, sequencing and market response.
4. the position of Director be made a tenure-track, academic/administrative position;
the practice of transcript notation for distance education courses be ended;
major emphasis be placed on incorporating distance education within the Office of Continuing Studies through participation in management meetings and the sharing of resources.
5. ~~consideration be given to a transfer of responsibilities for the Halpern Centre and its associated conference planning function to another unit such as residences or financial services.~~
6. a system of tenure-track, academic/administrative appointments with specific terms, be explored for the positions of Dean, Associate Deans and Directors of Distance Education and Extension Credit Programs.
7. two positions be developed as Assistants to the Dean for: 1) finance and personnel; 2) external liaison - marketing and communications.
8. the proposed Harbour Centre expansion be completed as soon as possible.
9. the offices be centralized, identified and located in an improved public access mode.
10. the Senate Committee on Continuing Studies discuss the "Development Plan 1990-1995" and set priorities in terms of the 9 development initiatives, as soon as feasible.
11. a mission statement with accompanying objectives be completed, as a priority.
12. two half-time Associate Dean positions be established, and the Dean and Associate Deans act swiftly to establish and support the proposed standing committee on communication.

13. a system of annual performance reviews of all staff in Continuing Studies be implemented.
14. a revised management structure be considered as a means of encouraging efficiency, communication, sharing of resources and streamlining accountability.

The external review committee for Continuing Studies had the following membership:

Dr. Mark Waldron, Chair, External Committee
Director and Professor,
University School of Continuing Education,
University of Guelph.

Ms. Elayne Harris
Director (on leave)
Division of Extension Service,
Memorial University.

Mr. Alex Waugh
Vice-Principal and Registrar,
Woodsworth College
University of Toronto.

REPORT OF THE
CONTINUING STUDIES REVIEW COMMITTEE
SIMON FRASER UNIVERSITY

External Review Committee:
M. Waldron, Chair
University of Guelph

E. Harris
Memorial University of Newfoundland

A. Waugh
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May/June, 1991

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INTRODUCTION

Simon Fraser University has demonstrated a commitment and concern for adult learners ever since its founding in 1965. The many and diverse programs have received national recognition in terms of quality, innovation and marketing creativity. The publishing program, the services to prison populations, the development of the Harbour Centre operation, and the implementation and constant growth of the distance education program are all testaments to committed leadership and dedicated faculty and staff. The fact that many of these initiatives were funded by and continue to operate on "soft money" indicates that their value supersedes their vulnerable positions from a financial perspective.

As part of a comprehensive process of unit reviews, the University senior administration designated a review of the Office of Continuing Studies as being integral to the University-wide review process. In the context of usual academic reviews, an appraisal of Continuing Studies would, by necessity of its market-drive orientation, be somewhat different from other academic unit reviews. Of particular concern, in this case, consideration was given to such factors as quality, centrality, resource allocation, intra-unit relationships and future orientations. These factors were expressed through a charge to the Continuing Studies Review Committee:

"The task of the Continuing Studies Review Committee is to examine the unit and report on the following existing conditions and comment on any opportunities for improvement:

1. The strengths and weaknesses of the credit programs;
2. The strengths and weaknesses of the professional and community programs;

3. The size and qualifications of the professional staff complement in relation to the unit's responsibilities and workload;
4. The size and distribution of the support staff;
5. The adequacy of resources provided;
6. The provision of office space and other special facilities;
7. The future objectives of the Office of Continuing Studies, and their feasibility;
8. The effectiveness of the two-campus distribution of Continuing Studies staff and programs;
9. The effectiveness of the administration of the unit;
10. The relations of the unit with other units within the University;
11. The relationship of Continuing Studies with other institutions and the outside community."

THE REVIEW PROCESS

The process of unit review consisted of seven phases:

- 1) Self-study review
- 2) Preparation of a written self-study report
- 3) Appointment of an external review team
- 4) Report review by the study team
- 5) Site visit by the study team
- 6) Preparation of report and recommendations
- 7) presentation of report to the Vice-President (Academic)

The review team consisted of three people:

- 1) Dr. Mark Waldron, Review Team Chair,
Director and Professor,
University School of Continuing Education,
University of Guelph, Guelph, Ontario
- 2) Elayne Harris,
Director (on leave),
Division of Extension Service,
Memorial University of Newfoundland,
St. John's, Newfoundland

- 3) Alex Waugh,
Vice-Principal and Registrar,
Woodsworth College,
University of Toronto, Toronto, Ontario

The review team spent two and a half days conducting on-site interviews with a wide variety of stakeholders, e.g.

- 1) Senate Committee on Continuing Studies
- 2) Vice-Presidents
- 3) Faculty Deans
- 4) Continuing Studies staff
- 5) Continuing Studies instructors
- 6) Community representatives
- 7) Students

A complete list of those interviewed is attached as Appendix I.

The majority of interviews were conducted as groups interviews with the three-person review team. Interviewees were also given the opportunity to meet individually with specific team members and were also encouraged to provide personal written communications to the research team. Each member of the research team prepared individual reports which were merged to form a final report; the report being presented in congruence with the delineated tasks (objectives) and including additional comments and recommendations.

THE RESULTS

Objective 1: to review the strengths and weaknesses of the credit programs

From its origin, Simon Fraser University had a laudable policy of complete academic integration; today, it appears that part-time students form the majority of the undergraduate population. It is difficult, however, to correlate "part-time" with "adult" students since we expect that many part-time students are simply those with a reduced load. For true adult learners (mature, working, evening available), it appeared that the number and nature of credit courses being made available at appropriate times was adequate. The committee was reassured that academic

counselling services were available in the early evening hours through a centralized academic counselling service. Assurance was also provided that sufficient courses were available in the evening time slot to lead to a general B.A. degree but specializations were not all available each year in the evenings. The Review Committee, therefore, would like to have seen evidence of more deliberation in the provision of a comprehensive program of courses.

A concern was raised about stipends for teaching credit courses. The Committee understood that about 70 percent of credit teaching in the evening is performed by non-faculty and the equivalent percentage in the day is approximately 30 percent. We see this as an unhealthy trend and some steps should be taken to redress the balance. A greater form of integration is desirable resulting in more members of the regular faculty teaching in the evening, as part of load. We were also advised that there is some possibility of stipends being removed from the Office as a budget-saving measure. It seems to us that there is a better way to save some money and at the same time protect the integrity of the Office. The amount which is targeted should be divided among the faculties as appropriate and deducted from each faculty budget but that the total amount should be retained in the budget of the Office of Continuing Studies. After discussions and negotiations with the respective faculties and in the event of a program agreeable to the Office, with a decent proportion of regular staff teaching, then and only then, would the Office transfer the necessary funds to the respective faculty or department. This method ensures that the Office will get the kind of academic program it needs, with the instructors it needs, while at the same time the integrity of the divisional budgets is maintained. This model has worked with great success at other institutions in Canada for some time.

Recommendation 1

It is recommended that the budget for teaching evening credit courses be assigned to Continuing Studies which in turn could transfer appropriate funds to academic units according to their level of activity in teaching evening credit courses.

The Office of Continuing Studies is also to be commended for willingness and flexibility in adapting credit programs to special interest groups such as prisoners and natives. The unit is encouraged to expand on

this beginning by targeting other disadvantaged groups for special consideration in providing extension credit courses.

Recommendation 2

It is recommended that Continuing Studies maintain its aggressive role in serving specialized markets with credit courses (e.g. native groups, prisoners, off-campus communities).

Diplomas and Certificates

A number of diplomas and certificates are offered but only a few have registration numbers that would justify their continuance. There did not seem to be specific criteria for the offering of certificates and diplomas, there was confusion concerning which ones had been approved and there was no regular system of appraisal and evaluation in use. These observations raised several questions:

- a) are the programs reviewed on a regular basis?
- b) are numbers monitored? If so, by whom?
- c) are all programs central to a possible mission of the Office?
- d) should some certificates and diplomas be phased out or combined?
- e) what are the financial implications of offering so many certificates with such low registrations?
- f) what is the specific role of the Senate Committee and Senate in terms of the certificates and diplomas?

The key advantage of certificates and diplomas is that they can respond to various educational needs as they arise without being restrictive in terms of the usual degree regulations. To keep them relative and market-oriented, it is essential that certificate and diploma programs be constantly reviewed and kept up to date.

Recommendation 3

It is therefore recommended that the Senate Committee on Continuing Studies review all certificate and diploma programs on the basis of criteria developed by the Senate Committee paying particular attention to viability, structure, sequencing and market response.

Distance Education

The significant recent growth in distance education at Simon Fraser University is indicative of its good quality, excellent service and responsive market orientation. Regrettably, it did not, however, seem, to have much to do with other program areas of the Office. It is the Review Committee's opinion, however, that greater integration with Continuing Studies would provide more benefits than distance education operating as independently as it currently does. There are, however, some ways in which communication between the distance education unit and other units could be encouraged. Consideration should be given to making the Director of Distance Education position a tenure track academic/administrative position, to encourage more communication through involvement in regular management meetings and to the sharing of human resources (e.g. the desktop publishing expertise) with other units of the Office. The practice of notation on transcripts for distance education courses should be ended since these courses are regular credit courses with the only variance being the mode of delivery.

Recommendation 4

In terms of distance education, it is recommended that:

- 1) the position of Director be made a tenure-track, academic/administrative position;*
- 2) the practice of transcript notation for distance education courses be ended;*
- 3) major emphasis be placed on incorporating distance education within the Office of Continuing Studies through participation in management meetings and the sharing of resources.*

Failing this, the distance education unit should be established as a unique office with its own Dean reporting to the Vice-President (Academic).

Objective 2: To review the strengths and weaknesses of the professional and community programs.

The professional and community programs give the impression of quality and service. The involvement of community representatives in

advisory committees was particularly admirable. The programs are very well organized, effectively marketed and properly evaluated. Despite the relatively high tuition fees, the courses were found to be meeting specialized professional needs in contemporary, adult-oriented environments. This was especially the case with courses held at Harbour Centre. A random sample of students expressed their appreciation for the new, centrally located and adult-oriented features of the Harbour Centre campus. Harbour Centre students complained about paying student fees for activities and facilities located on the Burnaby Campus.

Professional and community programs are the area of Continuing Studies programming which provide greatest opportunity for creative, innovative approaches to lifelong learning for diverse and special learners.

Continuing Studies has shown quite remarkable initiative in providing stellar programming of considerable intellectual and practical value in both professional and community programs. The number of post baccalaureate, foundation and certificate programs is one indicator of attention to diverse professional needs through systematic programs of study and learning. The Writing and Publishing Program is an excellent example of the use of professional resources from the community to supplement faculty resources for instructing a clientele whose needs are for a written application of communication arts.

At the same time as we note the degree of integration which Simon Fraser University Continuing Studies has accomplished between the community and the academy, we call attention to the pricing structure of particular community offerings. With relatively high tuition fees, Simon Fraser University no doubt attracts an audience which is largely supported through employers and successful self-employment. These learners are much to be desired by any continuing education unit required to operate within the confines of a cost-recovery budget. The University, however, ought to be cognizant that with the current structuring and pricing combinations, University services will continue to be accessed most frequently by those segments of the population which are already comparatively privileged in their previous education. There still remains the challenge of redressing past inequities by providing continuing education to individuals who are intellectually capable but constrained by fewer advantages in formal education achievement. These individuals are difficult to reach as they are rarely represented by professional associations who would speak on their behalf but Continuing Studies success in claiming diverse learners such as seniors, natives and prisoners leads us to conclude

that given priority, Continuing Studies could rise even to this ultimate challenge.

The Review Committee commends the Senate Committee for developing criteria for the approval of non-credit courses.

An aspect of the professional and community programs that the Review Committee considered was the Halpern Centre, which is both a facility and a conference programming advisory service. While the facility is of exceptionally high quality, the Review Committee tried to find a rationale to have the Centre reporting to the Dean of Continuing Studies. The Review Committee sensed that the impulse for development of this area had more to do with potential revenues than the extension of academic resources and would want to see completeness in the stance that program areas not exist without an academic unit partner or a cross-disciplinary committee. The University ought not to compete with commercial facilities in managing off-campus conferences, except as they are originated and sponsored by academic departments. Whether the Centre continues to be part of Continuing Studies or not, and inside a narrower mandate, more could be done to make this facility more profitable and more visible with a dynamic marketing strategy and a comprehensive business plan.

On the more micro-level, the Review Committee was not persuaded that the conference function of Continuing Studies merited the assignment of a program director.

Recommendation 5

It is recommended that consideration be given to a transfer of responsibilities for the Halpern Centre and its associated conference planning function to another unit such as residences or financial services.

Objective 3: To review the size and qualifications of the professional staff complement in relation to the unit's responsibilities and workload.

The question of the qualifications of the professional staff complement is both self-evident and illusive. Since our meetings with program directors were very brief, the direct evidence about qualifications are almost entirely based on the formal curriculum vitae included in the Self Study Report. Briefly, these are impressive. Almost all professional

staff have substantial academic backgrounds in an area well connected to their programming responsibilities. Inferentially, we also know that the substance and complexity of the Continuing Studies programs of which we have knowledge cannot be developed by even very good administrators who do not have a foundation in the discipline themselves. The University has set high standards for academic competence for its Continuing Studies professional staff and met them.

What is risky for us to comment on in the absence of more extensive interchange with individual program directors is the extent to which program directors are equally well qualified as adult educators. With some exceptions, the proof of this credential is not present in formal qualifications. While it is to be preferred that continuing education staff be formally qualified in adult education or a related field, we are prepared to accept that good instincts, fast learning, a supportive environment and professional development opportunities can substantially compensate for formal credentials. Reasoning inferentially again, we tend to the view that if program directors had more exposure to the foundations of adult education in addition to another academic discipline, a firmer focus on the centrality of the learner to the Continuing Studies enterprise with all its practical implications, as well as attention to the role of education in social change, would be more in evidence than we found it to be.

There is some apparent anomaly in the title of program directors, specifically for Conference Services and Marketing/Communications. While substantial portions of the day-to-day tasks of conference planning and management require mainly a superbly organized and experienced, service-oriented administrator, we were surprised to see that the title of program director also was extended to the Conference Services area since indeed no program development would be required of that person. Similarly, while the position of Information and Marketing is vital in continuing education, its distinction as support to program areas would tend to suggest that different labelling would be appropriate.

In another area of concern about professional staff, we note that there are positions within Continuing Studies with much similarity to faculty positions and persons with qualifications and accomplishments paralleling that of faculty. A tenure-track option for these staff may be key to their continued availability for employment by Continuing Studies. A system of academic/administrative appointments could be implemented

whereby senior managers could have a portion of their appointments based in an academic unit for tenure and promotion purposes.

Recommendation 6

It is recommended that a system of tenure track, academic/administrative appointments with specific terms, be explored for the positions of Dean, Associate Deans and Directors of Distance Education and Extension Credit Programs.

The Review Committee did not have an opportunity to meet the Director of the Telecommunications Program, a program designed to encourage SFU-OLA television production. Apparently some funding is provided by OLA. This funding should be retained, in total, by the Program. In addition, while not being specifically recommended because of lack of data, consideration should be given to having this program report, with a program manager, to the Director of the Distance Education Program, areas of high commonality and complementarity.

Objective 4: To review the size and distribution of the support staff.

The size of the support staff for Continuing Studies is startlingly small for so many program directors and program areas, in spite of the ever present necessity of Continuing Studies units to be 'lean and mean'. We were struck by the extent to which Continuing Studies has broadened and expanded its programming sphere without concomitant increases in core staffing to support that growth. It may be for just that reason that only certain aspects of promotion and finance are centralized. The Review Committee suggests it is poor use of program directors' time to be a master of all trades and that serious consideration be given to the consolidation of those services which do not constrain independent program development management. While it is true that professional staff - with time - can be passingly competent in most support staff functions, we are of the view that a disproportionate time spent by professionals on support staff functions tends to be reflected in higher student tuition fees. The implications of the overhead costs inflating already high registration fees is of concern. Accordingly, the establishment of specific positions: a financial officer, an external liaison officer, and a mailing clerk to serve both campuses would be supportive.

Recommendation 7

It is recommended that two positions be developed as Assistants to the Dean for: 1) finance and personnel; 2) external liaison - marketing and communications.

Objective 5: To review the adequacy of resources provided.

We assume this category to refer to the adequacy of financial resources which is provided to Continuing Studies from the University, since professional staff, support staff, office space and other special facilities are otherwise named.

The matter of appropriate financing is by no means an easy one on which to comment. For example, we reject the possible solution of commenting about base allocation as a percentage of overall budget based on national profiles as incompatible with our view that Continuing Studies units must be fashioned not against each other but in a manner which is attuned to and integrated with a specific university, its environmental realities, and its particular mission. The development of Harbour Centre is an excellent example of the superlative tailoring and integration of all three in the instance of Simon Fraser University. We would, however, make two points. Little credence can be given to a university's commitment to lifelong learning assisted by Continuing Studies if, in fact, it requires all continuing education operations to be self-financing and cost-recovery. Furthermore, the emerging trend among some universities to cast their continuing education activities as "profit centres" says everything about current university budgets and nothing about intrinsic commitment for the notion of personal, professional and community development through lifelong learning. The allocation of less than one percent of the University's overall budget, given the increase in programming which Continuing Studies has occasioned and the resulting prestige and visibility which has resulted for the University in recent years, lead us to conclude that the University is receiving extraordinary value for limited investment in its Continuing Studies unit.

The Review Committee was concerned that the Office depends to a very high degree on "soft money", a dependence that causes some uncertainty and discomfort among directors. The financial systems in the office did not seem to be well developed; complaints were also heard about

the slowness of payments from the central financial office of the University.

Objective 6: To review the provision of office space and other special facilities.

The new facility at Harbour Centre is very impressive and is an excellent "outreach" to the Vancouver community. It is an excellent model in terms of design, furnishings, attractiveness and service orientation. One student emphasized the point that the design incorporated an "adult learner" philosophy in terms of being treated as a mature person in terms of classroom design, seating, and the provision of a refreshment table in the classroom. The audio-visual services were also thought to be excellent.

The office space seemed very limited with little or no faculty work space.

Recommendation 8

It is recommended that the proposed Harbour Centre expansion be completed as soon as possible.

The space attributed to Continuing Studies on the Burnaby campus was limited, disjointed and difficult to find and access. The Halpern Centre was found to be an excellent space but poorly identified. The Distance Education offices seemed to be adequate. The Dean's area offices were also adequate but very poorly identified and not easily accessible. There were indications that centralized offices will be provided in the near future.

Recommendation 9

It is recommended that the offices be centralized, identified and located in an improved public access mode.

Objective 7: To review the future objectives of the Office of Continuing Studies and their feasibility.

The future objectives of Continuing Studies are ambitious and rightly so. With commitment from the qualified and innovative personnel which are on staff, we have no doubt they can be realized.

We would particularly urge that priority be given to the liberal studies (Objective 2) and the public policy program objectives since Simon Fraser University is in a position to model innovative approaches to continuing education programming in these traditionally under-developed areas.

An increase in emphasis and programming in the area of business management courses, especially in the Harbour Centre location, should be an immediate priority. A viable, eager market is available for downtown-based courses in business and related courses.

We look to Simon Fraser University Continuing Studies for leadership in marketing and pricing strategies, as these constraints are more likely the source of problems than lack of appreciation among continuing education programmers for the centrality of liberal studies to a university-level education or for the expanded discourse arising from a public policy focus. However, success in establishing these for persons of all income levels would give pause to Continuing Studies detractors who imply that only advantaged portions of the population are served by the University embrace of lifelong learning.

Recommendation 10

It is recommended that the Senate Committee on Continuing Studies discuss the "Development Plan 1990-1995" and set priorities in terms of the nine development initiatives, as soon as feasible.

We would also enthusiastically support the establishment of a Centre for the Study of Continuing Studies and Lifelong Learning but not as part of the Office of Continuing Studies.

The Review Committee found ambivalence toward the development of a mission statement and *specific* goals and objectives. The process of developing a mission statement has apparently begun but needs to be completed with some urgency. It is vital for the staff, as well as the directors, to be involved in this process of providing focus, direction and accountability of the Office.

Recommendation 11

It is recommended, therefore, that a mission statement with accompanying objectives be completed, as a priority.

Objective 8: To review the effectiveness of the two-campus distribution of staff and programs.

The Dean and Associate Dean of Continuing Studies, as well as other University senior administrators, have the difficult task of securing the bold and prestigious Harbour Centre without alienating those staff whose sphere of responsibilities is confined to campus. The Review Committee was given the distinct impression that an "edifice complex" is emerging in connection with Harbour Centre. The pride and natural excitement over the freshness and sleekness of Harbour Centre by those associated with the downtown facility verged perilously close to smugness, with a hint of condescension about activities still mired in the staid, old traditional campus. Program directors and staff on campus gave subtle indicators that they were apprehensive that, by extension of their location, their ideas and their programs were being eclipsed by being in the shadow of those centred downtown. While a new facility such as Harbour Centre requires enthusiasm and promotion, the Review Committee cautions those with responsibility for the overall health of Continuing Studies against entrenching a two-tiered system of prestige and the budding attitudes which could cause dissension and divisiveness of a more serious nature.

The Review Committee has not made the assumption that these outcomes are inevitable. Indeed, it is possible that in our brief time with staff that we did not gather a well-rounded consensus of staff views of the two-campus complementarity. Nevertheless, the general impression that the two-campus system could brew dissension is shared equally by all three reviewers and we state it frankly from our positions as outsiders in the hope that administrators at Simon Fraser University can as adeptly undermine negative potentials as they nourish positive ones.

The idea of a downtown facility for Simon Fraser University and its actual execution is a superb testimony to vision and dedication and entrepreneurial drive. We note that the vision also extended to the conception of physical and environmental surroundings which are conducive to adult learning. We are confident that the sophisticated part-time mature learner at Harbour Centre is immediately aware of a

University that thought carefully of them in the design of its newest facility. However, whatever the satisfaction, aesthetics and functionality of a building, enthusiasm for it must not overshadow pride in the quality of programs offered there or indeed attention to those segments of the population who need other environments for their comfort. The Harbour Centre campus says "executive or professional"; Vancouver's population also includes working class, grass-roots organizations and community groups.

We also caution about placing an emphasis on full usage of Harbour Centre before convenience to students who prefer the campus site for any number of reasons, including better proximity to their home location.

We were encouraged to note that several steps had been taken to improve communication between the Mountain and Harbour campuses, e.g. the location of offices for the President, a Vice-President and the Dean at both locations, the holding of management meetings at the alternative locations, the development of an office staff newsletter and the development of a new staff orientation program.

Objective 9: To review the effectiveness of the administration of the unit.

We are clear about the preference of most staff for an entrepreneurial, decentralized management philosophy and, on principle, are ourselves inclined to subscribe to flatter organization arrangements. It is evident that Continuing Studies has benefited from an organizational structure that encourages initiative and independence from the professional level of staff, without undue constraints of formality and structure. At the same time, it is equally clear that with 23 program directors, there is no possibility that a Dean can adequately supervise all that number. While it is possible that program directors require little leadership and direction from the Dean for their program areas, and the Dean is confident of the responsible self-directedness of each of the program directors, the current arrangement is not adequate in order to diagnose, and prevent potential problems of fragmentation, alienation, mis-communication, isolation and distance from core tenets of Continuing Studies management and philosophy. The absence of a current mission statement is symptomatic of this problem.

With the decentralization of Continuing Studies into five locations, coupled with the expansion in number of professional staff, the sense of a core for Continuing Studies is endangered. Staff spoke of other program areas, even on campus, as not only being decentralized but totally discrete ("X could be part of the moon"; "potentially serious disintegration"; "different organizational cultures"). In such an environment, and with individual and independent budgets, the opportunity for collaboration among program areas is probably low. Again, we are concerned for practical implications related to higher tuition and registration fees as well as programmatic disadvantages.

Recommendation 12

It is recommended

- 1) *that two half-time Associate Dean positions be established, and*
- 2) *that the Dean and Associate Deans act swiftly to establish and support the proposed standing committee on communication.*

One of the two recommended half-time Associate Deans should be on the Burnaby campus, the other at Harbour Centre. These individuals should be directors of their own programming area in addition to being Associate Deans responsible for supervising a number of program directors. In the latter role, they would have responsibility for encouraging collaborative, integrated working relationships among program directors and other staff at their site, as well as cultivating connections to the overall continuing education function at Simon Fraser University. With such support, the Dean would be more able to give attention to building the extensive collaborative process involved in addressing issues and concerns which extend across the entire unit, including that of a central philosophy and mission statement.

Of particular concern is the truly impossible task that performance reviews are under the present administrative arrangement. Even with the two new Associate Deans, the ratio of deans to program directors is still very low. However, performance reviews should be implemented not only at the time of reclassification to higher positions, but annually. These reviews should clearly indicate, through weighting given to relevant factors, that meeting budget targets is not the only key factor. Performance review should also be grounded in an acknowledgement that potential for revenue varies from program to program and not

discriminate against program directors involved in areas without many, or professionally-based clients and external funders. The Committee had indications that, rhetoric to the contrary, the informal culture of Continuing Studies equates performance with high revenues. The Committee views such assumptions to be more appropriate to the market place than the academy.

Recommendation 13

It is recommended that a system of annual performance reviews of all staff in Continuing Studies be implemented.

It was also observed that the Dean should be aware that some program directors consider that their input has not been consistently requested or valued in the professional staff appointment process in the recent past.

While comments have already been made with respect to the effectiveness of the administration of the Office, some additional comments and suggestions with respect to the structure and Dean's role are essential to this review. There are several realities that are factors in this discussion:

- a) the management structure is very flat with in excess of 20 positions reporting to the Dean, a situation that would be virtually impossible to manage in a business setting;
- b) the program areas are very diverse, ranging from credit, on-campus programs to distance education credit, from prison education to off-campus credit, from professional education to general interest courses, from credit diplomas and certificates to conference management;
- c) the Office locations are geographically separated. Not only is there physical separation between the Mountain campus and the Harbour Centre campus, there is also separation between the Dean's office and the Halpern Centre, between the Dean's office and the Applied Sciences programming area and the Dean's office and Distance Education.

These are all factors that complicate the efficient management of the Office and led the Review Committee to observe that the Dean is not well served by the management structure.

Recommendation 14

It is therefore recommended that a revised management structure be considered as a means of encouraging efficiency, communication, sharing of resources and streamlining accountability.

The Review Committee also sensed other management issues:

- a) a high level of frustration, stress and burnout was expressed by several staff. Some felt that they were not included in management decisions, that they felt insecure in their positions because of "soft money" funding on annual contracts, that there was little communication among the various units and that there was an extraordinary emphasis placed on revenue production with little financial management service or advice (e.g. no budget for 1991-92);
- b) that the Associate Dean is in a difficult position in that the position appears to be more of an Assistant to the Dean than Associate Dean, with no line responsibility;
- c) the complexities of developing financial management systems for this Office is daunting. The development of a separate budget for the Harbour Centre campus was suggested by several staff members.

Objective 10: To review the relations of the unit with other units within the University.

On the basis of limited information, it appears that Continuing Studies has very good relationships with other University units. This was confirmed in discussion with faculty Deans, the registrar and a few members of the Senate Committee on Continuing Studies. The close co-operation between academic units and Continuing Studies in the development, approval and implementation of credit and not-for-credit courses was found to be exemplary.

Objective 11: To review the relationship of Continuing Studies with other institutions and the outside community.

The review process did not provide a particular vantage point from which to gather data on this point, as there was only one opportunity to meet with representatives of the community and that meeting was attended

by only four people. We did, however, duly note the listing of associations and organizations which have assisted Continuing Studies in the development and implementation of programs during the preceding year and recognized in it, diversity in liaisons with both the public and private sectors.

The five community representatives with whom we met were well positioned to speak to us about their perspectives on Continuing Studies, which can be summed up as appreciative and collegial. One spoke highly of the two-way exchange between the Pacific Rim Institute of Tourism and Simon Fraser University, comments which may typify the cordial relationship which program directors with a commitment to community organizations can engender.

Evidence was also heard of yearly meetings with other British Columbia universities but with little or no co-operation on courses and projects, which is to be expected in an entrepreneurial and competitive market environment. Relationship with the Open Learning Agency appear to have emerged to a mutually satisfactory level.

The Advanced Interpreter Education Program, although operating on "soft money", is excellent and provides an important international perspective. The relationships with the David Lam Centre also appeared to be excellent.

APPENDIX 1

List of those interviewed

Dr. Jack Blaney, Vice-President for Harbour Centre
Dr. Bob Brown, Dean, Arts
Margaret Brown, Administrative Assistant, Continuing Studies
Dr. Bruce Clayman, Dean, Graduate Studies
Tama Copithorne, David Lam Centre for International Communication
Dr. Maureen Covell, Political Science
Ann Cowan, Associate Dean, Continuing Studies
Dr. John D'Auria, Chemistry
Dr. John Dickinson, Acting Dean, Applied Sciences
Dr. Steve Duguid, Extension Credit Program, Continuing Studies
Wendelin Fraser, Special Services Program, Continuing Studies
Dr. Jane Fredeman, Centre for Distance Education, Continuing Studies
Dr. Warren Gill, Executive Director, Harbour Centre
Linda Goodall, Administration, Continuing Studies
Ronald Heath, Registrar
Christine Hearn, Writing and Publishing Program, Continuing Studies
David Johnston, Registrar Services, Harbour Centre
Carol Knight, Marketing/Communication, Continuing Studies
Jo Lynne Hoegg, Dean, Continuing Studies
Henry Hoekema, Prison Education Program, Continuing Studies
Dr. Colin Jones, Dean, Science
Leslie June, Tourism Programs, Continuing Studies
June Landsburg, Applied Sciences Program, Continuing Studies
Monique Layton, Centre for Distance Education, Continuing Studies
Sandi Lindahl, Operations Manager, Harbour Centre
Bill Liu, Advanced Interpreter Education Program, Continuing Studies
Dr. Jock Munro, Vice-President, Academic
Margit Nance, Public Policy Programs, Continuing Studies
Nancy Petersen, Social Sciences/Institutes Program, Continuing Studies
Paul Petrie, Labour Program, Continuing Studies
Helen Resnick, Business and Professional Programs, Continuing Studies
Letia Richardson, Arts and Design Programs, Continuing Studies
Vivian Rossner, Centre for Distance Education, Continuing Studies
Dr. Mark Selman, Extension Credit Program at Harbour Centre,
Continuing Studies
Dr. Stan Shapiro, Dean, Business Administration
Penny Southby, Halpern Centre
Wanda Tingley, Applied Sciences Programs, Continuing Studies

Dr. Dean Tjosvold, Business Administration

Dr. Jaap Tuinman, Dean, Education

Shawn Wade, Student Senator

Dr. Jan Walls, David Lam Centre for International Communication

Yvonne Walls, David Lam Centre for International Communication

Alison Watt, Director, Academic Planning Services, Office of Vice-
President, Academic

Dr. Colin Yerbury, Director, Centre for Distance Education, Continuing
Studies

+ 5 community representatives

+ 9 randomly selected evening students

n=58

SIMON FRASER UNIVERSITY

Memorandum

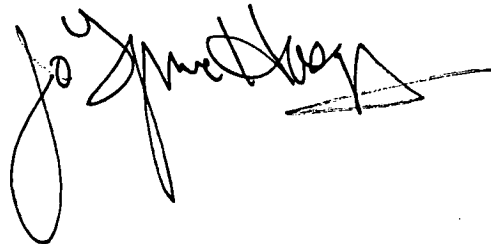
To: Dr. J.M. Munro
Vice-President, Academic

From: Jo Lynne Hoegg, Dean
Continuing Studies

Re: Continuing Studies Response to
External Review

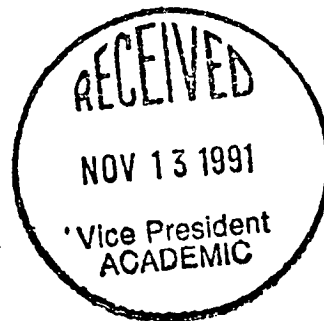
Date: November 8, 1991

Attached is our response to the Report of the External Review Committee which examined the activities of Continuing Studies in May. Since that time, we have been addressing concerns raised in our self-study and in the reviewers' report, and the actions we have taken are noted in our response. While this is a final step in the review process, what we have learned will continue to guide our actions and will be integrated into our short and long term plans. It should be noted, also, that both our self-study and the response to the reviewers' report represent a consensus in Continuing Studies that has been achieved through extensive consultation.



JLH/dw

Encls.



RESPONSE TO THE REPORT OF THE CONTINUING STUDIES EXTERNAL REVIEW COMMITTEE

GENERAL COMMENT

Continuing Studies was pleased by the External Reviewers' positive comments describing the high level of achievement attained by the office and by individuals. We acknowledge that our achievements are not ours alone, but reflect the commitment of the University as a whole and of individual faculty members to lifelong learning and recurrent education. The quality of our programs and facilities and the services provided to adult learners are strong indications of the University's seriousness in addressing the needs of a learning society.

In our response we would like to address the specific recommendations of the committee and some of the points made in the attendant commentary.

I THE CREDIT PROGRAM

Recommendation 1

It is recommended that the budget for teaching evening credit courses be assigned to Continuing Studies which in turn could transfer appropriate funds to academic units according to their level of activity in teaching evening credit courses.

Comment

We are pleased that the Reviewers recognize the value of having a central office that helps to shape and coordinate the University's Burnaby and Harbour Centre extension programs. However, if *Recommendation 1* implies that all funding for instruction in extension credit programs should be administered through Continuing Studies, we disagree. The present mixed model with some instructional stipends provided through Continuing Studies and the balance of instruction carried out by departments as part of load works well. With the mixed model, departments rightly regard the courses offered through extension credit as a part of their overall program, and this sense of ownership might be lessened if all courses were funded through Continuing Studies. Because there are semesterly discussions with departments, Continuing Studies is able to encourage new programs, mitigate some of the variance in departmental instructional resources, and assure University-wide program balance. In addition, the present arrangements have produced a reasonable ratio of sessional to faculty instructors, given University-wide standards. It should be noted that the report is inaccurate; 54% not 30% of the courses taught in 1990 in the evening campus and Harbour Centre programs were taught by faculty.

Recommendation 2

It is recommended that Continuing Studies maintain its aggressive role in serving specialized markets with credit courses (e.g. native groups, prisoners, off-campus communities).

Comment

The President's strategic plan, Challenge 2001, states explicitly that the University will continue to welcome a diversity of students and will make special efforts to recruit from groups such as native peoples and other minorities who are under-represented in Canadian universities. Continuing Studies will continue to provide leadership in community liaison and expertise in program delivery to aid Faculties and departments in these special efforts to provide access to a broad range of students—including specialized groups of learners, prisoners, students from disadvantaged sectors of society, seniors and working adults, and those who wish to take courses via distance education. We will continue to encourage the University to foster an enrollment policy that provides for traditionally under-represented groups.

Recommendation 3

It is therefore recommended that the Senate Committee on Continuing Studies review all certificate and diploma programs on the basis of criteria developed by the Senate Committee paying particular attention to viability, structure, sequencing and market response.

Comment

Current practice has not included formal review or approval by SCCS of all credit certificate and diploma programs. Because many certificate and diploma programs are directed to non-traditional students not seeking a degree, Continuing Studies believes that the Senate Committee on Continuing Studies should review these programs and, when appropriate, make recommendations to SCAP regarding their adequacy in meeting the purpose for which they were intended. This issue has been and will again be brought to the attention of the Senate Committee on Continuing Studies.

Recommendation 4

In terms of distance education it is recommended that:

1) the position of Director be made a tenure-track, academic/administrative position;

Comment

See Recommendation 6 (page 5).

2) the practice of transcript notation for distance education courses be ended;

Comment

Continuing Studies is now aware that a transcript notation occurs not only for distance education courses but also for other courses. The University Registrar is researching the origin of course notations in order to take corrective action to remove them from all student transcripts.

3) *major emphasis be placed on incorporating distance education within the Office of Continuing Studies through participation in management meetings and the sharing of resources.*

Comment

Continuing Studies recognizes the need for all program areas to share resources and to be involved in management and program planning meetings. Through restructuring Continuing Studies to overcome the difficulties of decentralization mentioned by the Reviewers, distance education and other program areas will become further integrated within Continuing Studies as a whole in order to share resources and to ensure participation (see *Recommendation 14*, page 10).

II PROFESSIONAL AND COMMUNITY PROGRAMS

GENERAL COMMENT

The Reviewers were very complimentary about the initiative of Continuing Studies in providing "stellar programming of considerable intellectual value and practical value in both professional and community programs" and noted as well "the degree of integration which Simon Fraser University has accomplished between the community and the academy." Concern was expressed that the cost of non-credit programs prohibited access to groups in need of educational opportunities. The cost recovery budget for non-credit programs was considered the root of this problem. We would like to reiterate that through the credit program we do take an active role in redressing imbalances in access to university education caused by social and other factors. In the area of non-credit programming, however, it is important to note that we do not seek to duplicate the offerings of the colleges and school boards who have a mandate to meet the needs of students requiring catch-up programs such as Adult Basic Education.

We believe that we have shown leadership in labour education, in our programs for senior citizens, and in national initiatives of importance to native communities, such as The Northern Justice Society and Resource Centre. We offer some lectures and other cultural events at no cost to the community and are seeking ways of supplying scholarships and bursaries to many of the non-credit professional programs. For many years we have attempted to make special arrangements for members of low-income groups and needy organizations to take courses on a complimentary basis, and have often supplied instructors and speakers for in-house programs as a service to the community.

We would like the level of service to returning students to be improved in the areas of study skills and career counselling. They are areas in which we believe we could assist the University and the student body, and such services would alleviate the Reviewers' concerns about the ultimate accessibility of our programs. We are examining the feasibility of providing these in conjunction with the Counselling Service and Academic Advice.

Recommendation 5

It is recommended that consideration be given to a transfer of responsibilities for the Halpern Centre and its associated conference planning function to another unit such as residences or financial services.

Comment

There are three issues embodied in this recommendation: Should Continuing Studies be involved in Conferences Services? Should Continuing Studies manage the Halpern Centre? Should the Director of Conference Services be a program director? From our point of view, the answer to all three questions is "yes." We believe that the Reviewers' recommendation stems from the fact that many North American universities view conference services as a means of selling surplus residence space in summer semesters. That has never been the case at Simon Fraser University. Conference Services exists to further the academic initiatives of the University and provides service to outside groups on occasions where there is a programmatic link with the University. Furthermore, the Director of Conference Services does not function as a booking clerk, but rather as a partner in planning all aspects of a conference or event. When more residence space becomes available we would anticipate working closely with the residence office and faculty as more opportunities for residential programs arise.

Conference Services is important to Continuing Studies because it has helped to build relationships between Continuing Studies and departments and the community, leading to new alliances of mutual benefit. In addition, the Office of Conference Services provides advice and service to the academic community at a considerable saving over commercial enterprises, thereby it both cuts the University's costs and, we believe, achieves a better result.

The Director of Conference Services also manages the Halpern Centre, a function which is separate from, but not unrelated to, the conference function. The Halpern Centre is in constant use for a variety of University purposes. The Director and her staff ensure that all aspects of the arrangements for an event are efficiently handled with minimum inconvenience to departments and Faculties who otherwise would be responsible for making arrangements with each service department involved. We believe that this convenience has encouraged faculty to use the Centre since it allows them to concentrate on the aspects of program development that are of interest to them.

It should be noted that the Director of Special Services at Harbour Centre has a different mandate because the rental of the Harbour Centre facility to outside groups for educational purposes is part of that campus' service to the community and part of its funding structure. Whenever appropriate the Director seeks opportunities to involve the University in the educational activities of our rental clients to their mutual advantage.

III THE SIZE AND QUALIFICATIONS OF THE PROFESSIONAL STAFF COMPLEMENT

GENERAL COMMENT

The Reviewers recognized the impressive qualifications and accomplishments of Continuing Studies program directors in both adult education and academic endeavours. Their ambivalence about the need for formal qualifications in adult education, however, and their suggestion that such qualifications would create more awareness of the "centrality of the learner" and the role of education in social change is simply not borne out when the publication records, the history of service to the field and the community, and the outstanding number of awards accorded individual directors and the department are examined carefully.

Recommendation 6

That a system of tenure-track, academic/administrative appointments with specific terms be explored for the positions of Dean, Associate Deans and Directors of Distance Education and Extension Credit programs.

Comment

Continuing Studies acknowledges the importance of recognizing the professional and academic qualifications of all professional staff and their individual contributions to the University community. There are a number of options that should be explored to ensure appropriate professional recognition and an even stronger relationship with peers in the University community. Continuing Studies professional staff have established a committee to assess interest in, procedures for, and the implications of various options and to explore other professional concerns.

It has been our practice to assign executive functions to individual directors without changing their rank or status or the nature of their appointment, which is consistent with the practice in other academic departments. At present, the Associate Dean receives the standard stipend accorded Associate Deans, but has no equivalent of course relief. There are no other executive stipends awarded in the department, and this issue, together with the issue of program load will be considered in the restructuring of the management functions across the department (see *Recommendation 14*, page 10).

IV THE SIZE AND DISTRIBUTION OF SUPPORT STAFF

GENERAL COMMENT

The issue of the size and distribution of support staff is discussed in greater detail in our self-study than in the Reviewers' report. The self-study also raised issues related to staff training, career-development, compensation, and the work environment that are

being addressed in several ways as outlined in the self-study. The ratio of professional to support staff is seen by the Reviewers as potentially inefficient; i.e., there are too few support staff. It is our intention to examine these ratios carefully and to address this issue by a combination of reassignment and reorganization of work and through the appointment of staff in under-represented areas. The Reviewers questioned a seeming lack of specialization or specialized services as each program director and assistant seek to master all aspects of program development and implementation, from planning to marketing to financial administration and evaluation. One explanation for this situation offered by the Reviewers and verified by the self-study is the expansion of professional staff and program areas through revenue generation and grants without any growth in the infrastructure that supports the activities of those new areas, namely, budget, personnel, and marketing. In this, Continuing Studies is not unlike other areas of the University.

In addition to this reorganization and increased support in core areas, we are committed to actions that will address the other concerns expressed by our staff and the Reviewers. Greater attention to internal communication, better staff orientation, and a continued commitment to promoting support staff to professional positions when appropriate will strengthen the sense of purpose and reward. We will continue the practice of encouraging further education and professional development through University and outside courses because we believe it is important and because it is a benefit within our means.

Recommendation 7

It is recommended that two positions be developed as Assistants to the Dean for: 1) finance and personnel; 2) external liaison - marketing and communications.

Comment

More staff are needed to perform core functions and a more collaborative structure will offer opportunities for some efficiencies. These specific recommendations point to areas which we agree need attention, and which we have taken into account in our proposal for restructuring. (See response to *Recommendation 14*, page 10).

V THE ADEQUACY OF RESOURCES PROVIDED

GENERAL COMMENT

The Reviewers made no recommendations related to the financial resources provided to Continuing Studies but commended the unit's stewardship as follows: "The allocation of less than one percent of the University's overall budget, given the increase in programming which Continuing Studies has occasioned and the resulting prestige and visibility which has resulted for the University in recent years, lead us to conclude that the University is receiving extraordinary value for limited investment in its Continuing Studies unit."

VI THE PROVISION OF OFFICE SPACE AND OTHER SPECIAL FACILITIES

Recommendation 8

It is recommended that the proposed Harbour Centre expansion be completed as soon as possible.

Comment

The expansion is underway, and when it is complete it will provide needed faculty office space and relieve the crowding in Continuing Studies. There will also be a faculty and staff lunchroom.

Recommendation 9

It is recommended that the offices be centralized, identified and located in an improved public access mode.

Comment

The West Mall Annex will provide adjacent space for all Continuing Studies staff in Burnaby (except for those in the Halpern Centre) and will create a presence more accessible and visible to students and faculty. In the interim, the feelings of isolation expressed by Burnaby campus employees will be addressed by improved communication and more collaboration among individuals across units.

VII THE FUTURE OBJECTIVES OF THE OFFICE OF CONTINUING STUDIES AND THEIR FEASIBILITY

GENERAL COMMENT

The Reviewers refer to the 9 point five-year Continuing Studies development plan prepared in February 1990 as part of the University's strategic plan. Priorities in Continuing Studies are set in accordance with University and faculty interests, together with community needs. Understandably, priorities are adjusted in response to change. The Reviewers particularly emphasize the need for more business management courses at Harbour Centre and the development of a strong Liberal Studies program. A program director has been reassigned to develop further management courses at Harbour Centre. The area of Liberal Studies is under review, and the activities of the Institute for the Humanities and the programs linked to the new Master of Arts in Liberal Studies will be important considerations in planning future directions for Liberal Studies. We concur with the Reviewers, and with Dr. Leonard Freedman before them, that this is an important area and that we must devise ways of providing a range of programming that is accessible to a wide community. Several initiatives in the University will result in an expanded emphasis on public policy, and Continuing Studies will support program development and delivery in this area as a priority.

Recommendation 10

It is recommended that the Senate Committee on Continuing Studies discuss the "Development Plan 1990-1995" and set priorities in terms of the nine development initiatives as soon as feasible.

Comment

Continuing Studies' priorities are reviewed periodically with the Senate Committee, and their advice is sought on various matters. We are in the process of reviewing priorities and will take our plans to the Senate Committee on Continuing Studies for consideration and advice.

Recommendation 11

It is recommended, therefore, that a mission statement with accompanying objectives be completed as a priority.

Comment

The Reviewers commented that they found ambivalence toward the development of a mission statement with specific goals and objectives and recommended that work on such a statement be completed soon. Our self-study revealed that the newer members of the organization, particularly those who joined after the decentralization of the unit, were less familiar with the history of Continuing Studies and the evolution of its relationships within the institution. The review process itself has given us an opportunity to discuss key issues in adult education and how they relate to the particular mission of Continuing Studies at Simon Fraser University. A document is in the draft stage and will be completed shortly.

**VIII THE EFFECTIVENESS OF THE TWO-CAMPUS DISTRIBUTION
OF STAFF AND PROGRAMS**

GENERAL COMMENT

Although the Reviewers do not make any recommendations related to this question, they express the opinion that we share: namely, that the two campuses present an administrative challenge in which effective communications are essential. They also suggest that care must be taken to offer courses in the location most convenient to our students. Continuing Studies always takes convenience of location into consideration when any program is planned; other considerations such as availability and cost of space and services are factors as well. We believe that it is important for Continuing Studies to maintain a strong presence on both campuses.

IX THE EFFECTIVENESS OF THE ADMINISTRATION OF THE UNIT

GENERAL COMMENT

The Reviewers' comments throughout the report, while strongly supportive of the performance of the unit, reflect a general concern on the part of directors and staff that the unit has outgrown what was a very effective organizational philosophy and structure. The desire for individual autonomy remains; however, against that feeling, the increased burden of individual responsibility in both program and management functions suggests that the time for some trade-offs has arrived. Program directors have accepted the notion that a completely flat organization will not serve a decentralized unit well. They recognize also that their professional needs and the needs of the unit preclude a structure where the Dean does not delegate considerable management responsibility to Associate Deans.

Recommendation 12

It is recommended that 1) two half-time Associate Dean positions be established and that 2) the Dean and Associate Deans act swiftly to establish and support the proposed standing committee on communication.

Comment

There is not at present a position allocated to Continuing Studies that is used for an executive function. The current Associate Dean has had no reduction in program load, which has been recognized as an unworkable situation even under the present reporting structure. The Reviewers recommend that there be two Associate Deans, each responsible half-time for executive functions. Doing so would require the allocation of one full-time professional position. Some additional clerical support is also needed to enhance the efficiency of administration. We concur with the Reviewers' findings and believe that more resources must be devoted to the management of Continuing Studies, especially given the scope of the unit's mandate and activities and its role in helping the University to realize its ambitions for the year 2001.

The standing committee on communication is in place.

Recommendation 13

It is recommended that a system of annual performance reviews of all staff in Continuing Studies be implemented.

Comment

Until recently, annual performance reviews were held in conjunction with salary review and consideration for merit. When merit pay was discontinued for APSA members, this review gave way to an annual discussion of program objectives for the coming year and an appraisal of the previous year's activities. Unfortunately, this process has been associated by some directors, particularly those in revenue-based programs, with the financial success of specific programs, not with their overall professional accomplishment. There are several issues involved, and they tend to be expressed as a

general feeling of unease about individual professional standing and how one's progress is noted within the unit and the institution. This unease is not confined, we might add, to APSA members in Continuing Studies.

The system is further complicated in Continuing Studies by a career progress system of peer review that describes three levels of program director and defines the criteria for promotion from one to the next. Recommendations for promotion by one's peers, while important, cannot replace annual performance review. The Reviewers echo the belief of the directors and the Dean that to accomplish effective assessments of professional staff, more depth in the administrative structure is needed with fewer professional staff reporting to any single administrator.

The self-study also revealed that the support staff were not consistently evaluated by their supervisors and that the supervisory skills of professional staff were uneven. This will be addressed in the future, partly by a revised management and supervisory structure and partly by more attention on everyone's part to the importance of this function.

Recommendation 14

It is therefore recommended that a revised management structure be considered as a means of encouraging efficiency, communication, sharing of resources and streamlining accountability.

Comment

We propose that there be two Associate Deans: one with department-wide responsibility for finance and personnel and one responsible for overall Continuing Studies operations at Harbour Centre. The Director of Extension Credit would be responsible for extension credit programs in Burnaby and at Harbour Centre, and the Director of the Centre for Distance Education would assume responsibility for both outreach programs and Educational Telecommunications. Two Associate Directors would be appointed: one with responsibility for Prison Education and outreach programs such as Shuswap, and initiatives such as last year's extension program in the Fraser Valley; the other Associate Director would assume administrative responsibilities directly related to the distance education program. All program directors at Harbour Centre would report to the Associate Dean at Harbour Centre. The Dean would be advised by a senior management group consisting of the two Associate Deans, the Director of the Centre for Distance Education and the Director of Extension Credit. Care will be taken to ensure that the concerns of all areas of Continuing Studies are addressed by this group.

In reference to *Recommendation 7*, we propose that the core staff finance and personnel function be strengthened through the establishment of an Administrative Assistant position at Harbour Centre. (At present this is a temporary unfunded position.) In addition, there will be a review of the allocation of resources in the department. This will be a priority for the Associate Dean/finance and personnel and the management committee.

Furthermore, a subsequent internal review of the concern expressed in the self-study and echoed by the Reviewers that the large investment in marketing of non-credit courses places a strain on the human and financial resources of the unit has revealed a need for the following: editorial and production assistance for the Director of Program Information; some way of coordinating marketing plans across program areas, particularly at Harbour Centre; and additional expertise in sales and marketing. Many directors also thought it was an opportune time to pursue a bolder strategy for service and information to our community clients. The Director of Program Information and the Management Committee will make recommendations for changes that take these needs and the overall needs of the unit into consideration. It is clear at this point, however, that at least one additional staff member is required.

X THE RELATIONS OF THE UNIT WITH OTHER UNITS WITHIN THE UNIVERSITY

GENERAL COMMENT

Because we place the utmost importance on our relationships with Faculties and departments, we value the Reviewers' finding that Continuing Studies enjoys exemplary cooperation throughout the University, and we will continue to make this a priority in all program initiatives. The nature of Continuing Studies activity has also forged important working relationships with the Registrar, the Library, the Development Office, Media and Public Relations, and the Office of International Cooperation.

XI THE RELATIONSHIP OF CONTINUING STUDIES WITH OTHER INSTITUTIONS AND THE OUTSIDE COMMUNITY

GENERAL COMMENT

The Reviewers found these relationships to be commendable. We would wish only to reiterate that our relationships outside the University are as important as those within the institution and that they comprise a major part of the program directors' responsibilities to serve as a link between the academy and the community. In addition, the Dean and the Associate Dean at Harbour Centre devote considerable time to external relations.

November 5, 1991