

CONTINUING STUDIES

MEMO

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ATTENTION	Senate	TEL	25138
FROM	Helen Wussow, Dean, Continuing Studies		
RE	2009/10 Senate Committee on Continuing Studies Annual Report to Senate.		
DATE	November 2, 2010		

Please find enclosed for Senate's information the Senate Committee on Continuing Studies Annual Report for 2009/10. This was an exciting year in Continuing Studies, what with a new program in Career and Life Planning, substantial growth in SFU NOW, and the development of a new online Certificate in Restorative Justice, along with many other initiatives.

On behalf of the unit, I would like to thank the members of the Senate Committee on Continuing Studies, who take of their valuable time in order to provide guidance on alternative learning modes and course delivery times to better serve both the University and the Lower Mainland community.



Helen Wussow
Chair, Senate Committee on Continuing Studies
Dean, Continuing Studies



SIMON FRASER UNIVERSITY
SENATE COMMITTEE ON CONTINUING STUDIES
ANNUAL REPORT TO SENATE FOR 2009/2010

Composition and Mandate

The current membership of the Senate Committee on Continuing Studies (SCCS) is the Dean of Continuing Studies (chair), Librarian, three faculty members, two at-large members, one convocation member and two students (see Appendix A). The SCCS meets twice each year (during the fall semester and spring semesters) and is responsible to Senate for policy with respect to the overall development of the University's continuing education credit and non-credit programs. The Committee also reviews, at regular intervals, existing and proposed non-credit programs; develops procedures for the approval of various categories of credit-free instruction; and receives, for consideration and approval, programs proposed as suitable for non-credit certificate granting status. The SCCS reports its activities annually to Senate.

Actions of the SCCS in 2009-2010

The Senate Committee on Continuing Studies met on two occasions: November 3, 2009 and April 13, 2010.

At the Fall 2009 meeting the Committee:

- ratified the Annual Report to Senate for 2008/09
- approved one proposal:
- Certificate in Canadian Business Management Fundamentals (presented in Mandarin)
- approved Continuing Studies Non-credit Certificate and Diploma Graduates

At the Spring 2010 meeting the Committee:

- approved Continuing Studies Non-credit Certificate and Diploma Graduates

Course Offerings and Enrolments in 2009-2010

Credit programs offered by Continuing Studies are organized through either the Centre for Online and Distance Education (CODE) or the Centre for Integrated Credit Studies (CICS).

Centre for Online and Distance Education

CODE's mandate is to provide increased access to undergraduate students by offering undergraduate courses and programs in online and distance education formats. Participant faculties include the Faculty of Arts and Social Science; the Faculty of Communication, Art and Technology; the Faculty of Education; the Faculty of Science; the Faculty of Environment; and the Faculty of Applied Science. Courses are offered chiefly to SFU students but a limited number of seats in courses are offered to non-SFU students through the BC Open University Consortium.

During the 2009-2010 year, CODE enrolments tallied 1599 AFTEs (1528 SFU students and 71 TRU-OL students). Two hundred sixty-nine courses were available over three terms; of these, almost all were offered online. CODE currently has 163 courses available and ready for delivery at any time, across seven faculties. Of this total, 15 are writing intensive courses and there are offerings in each of the Q (quantitative) and B (breadth) categories as well.

This past year the academic units with which CODE collaborates have continued to call upon the centre to assist them in managing FTEs, either by increasing enrolments in specific courses or by offering more of the unit's course offerings during a particular term. And academic departments have continued to approach CODE for the development of new courses. At the same time, CODE has called upon departments to plan strategically for both the development and delivery of CODE-supported courses.

Throughout its history CODE has done its best to support the academic mission of the university by providing a range of services and technological options to meet the specific and individual needs of departments and faculty members. The benefit to academic departments has been tailored service, which has served faculty members and students well. In order to continue to provide excellent service, but also to maximize its efficiency and position itself well to meet growing demands within the university for increased access to online courses, CODE has concentrated during the 2009/2010 year on streamlining its services and processes. The unit phased out FirstClass, one of its two main learning management systems, and now employs WebCT, the system supported by the university, as its sole learning management system. By the January term of 2010 all online courses were offered in WebCT. In addition, the Centre moved to providing online support for its remaining print-based courses. By the summer term almost all courses that had previously been print-based only were supported by a WebCT interface, and fully one-third of the courses offered by CODE in the fall of 2010 included no CODE-produced print materials.

In addition, CODE launched a content management system (CMS) that offers Web 2.0 tools for interactive preparation of online courses. The new CMS also allows CODE to manage administrative and student data more efficiently, thereby saving resources and improving productivity. The system includes an online helpdesk service for students that enables them to access information at any time of the day or night. During the day staff members monitor the helpdesk and respond immediately to student and tutor concerns and questions about all aspect of online course delivery.

Over the past year CODE has continued its work with the Faculty of Education and the Office of Francophone and Francophile Affairs on the development of four online courses that form part of a two-year Master of Education program offered online, in French. The program, launched in the fall of 2009, complements a similar campus-based M. Ed. Program for local students and is designed for educators and professionals from outside the GVRD who work in French language educational settings. The cohort students in the program have successfully completed the first two online courses and are currently enrolled in the third. CODE will begin development on the fourth course shortly.

This past year CODE also worked in partnership with SFU's Department of Biomedical Physiology and Kinesiology and the Healthy Heart Program at St. Paul's Hospital in Vancouver to develop a graduate-level online course in Kinesiology called *Prevention and Management of Cardiovascular Disease*. The course was offered for the first time in the summer of 2010 and attracted 14 students including SFU graduate students and health care professionals. CODE is also currently working on the development of two online graduate courses with the Faculty of Health Sciences on population and public health advocacy, and concepts of population and public health practice, respectively.

CODE has also collaborated with SFU's School of Criminology and Continuing Studies' Management and Professional Programs to develop three courses for a new online Certificate in Restorative Justice. The program is currently being offered to a cohort of Salvation Army officers and staff who are now enrolled in the third course. The program will be offered for open enrolment in 2011.

In its partnerships with internal and external partners on the development of new online courses and programs CODE's role is to provide instructional design expertise, course production, graphic and multimedia design service, and copyright and technical advice. CODE continues to apply this expertise to the development of innovative new undergraduate offerings at SFU as well.

CICS

Within the Centre for Integrated and Credit Studies, the 09/10 Fiscal Year saw an overall increase of 1% in class offerings and an 11% increase in AFTE. The Extension Credit program, which provides undergraduate courses at SFU Vancouver's Harbour Centre campus, was affected by university-wide budget cuts and although it decreased its course offerings by 11 courses it still managed to show an increase of 48.49 AFTE—a 6% increase overall, mainly achieved by more careful targeting of potential courses. The Integrated Studies program, the degree completion program for mid-career adult learners, reduced its course offerings by 5 courses and showed an overall decrease of 14.03 AFTE.

Due to the elimination of the tuition waiver for seniors, there were no undergraduate credit courses offered by the Seniors Program in 09/10. However, the program does hope to reinstate its credit program on a modest basis should the decision be reversed.

Finally, SFU-NOW maintained its steady growth throughout its second year of operation. The program offered an additional 21 courses in 09/10 compared to 08/09 and showed an increase of 72.33 AFTE (an impressive 94%) over the year.

For enrolment information, refer to Appendix B.

New Initiatives

It's been a year full of exciting new initiatives, partnerships and opportunities. While promoting SFU's core values of openness and accessibility, Continuing Studies provided hundreds of credit and non-credit courses to almost 20,000 students over the year. We also organized dozens of public lectures, forums and dialogues—and conducted many community engagement activities both at home and abroad. As always, Continuing Studies delivered on SFU's commitment to lifelong learning by welcoming students aged 18 to 80 from across Metro Vancouver and around the world. By helping people pursue their dreams and reach their goals—regardless of life experience and educational background—we shared the rewards of a high-quality education. Some highlights include:

Although established only recently, the **Career and Life Planning** program has begun well. The program supports the career development industry and provides career management services to adults who are changing or building their careers. Its two full-time cohorts of the Career Development Practitioner Certificate exceeded their maximum enrolment so the program launched an additional part-time version. Student evaluations showed a high level of satisfaction with both formats. Also, to expand its offerings for career development practitioners, the program introduced two professional development workshops and a training program for high-school career centre personnel and will soon launch a Career Assessment Service to help adults who are interested in a career change.

The **City Program's** two flagship certificates—Urban Design and Sustainable Community Development—maintained their strong enrolment in 2009/2010. Urban Design Studio participants provided ideas for UniverCity's undeveloped South neighborhood, while Sustainable Community Development students recommended ways to help the District of Maple Ridge implement existing sustainability initiatives. The Program's 13 free public lectures drew 2,680 people this year through partnerships with the Planning Institute of BC and the Royal Architectural Institute of Canada, UBC's Active Transport Lab, the BC Recreation and Parks Association, and the Vancouver Sculpture Biennale.

The **Community Education Program** and its community partners and collaborators—Literacy BC, the Dr. Peter Centre and the Pacific AIDS Network—started work on Literacy Lives, a two-year project to create a new curriculum and strategy for improving the literacy and other essential skills of marginalized adults living in inner-city environments. Also, the new two-year Stepping Stones to Literacy initiative is developing an innovative, mixed-mode online model for delivering literacy and academic skills training to Aboriginal adults in rural and remote BC communities. Funded by Human Resources and Skills Development Canada and with a wide range of community partners, this project aims to improve Aboriginal access to rewarding jobs and post-secondary educational opportunities. The program also saw 10 recent graduates of its Aboriginal University Prep Program and the Aboriginal Pre-Health Program gain admission to SFU. Both of these programs allow aboriginal students to earn university credit and conditional acceptance to the University—an important step forward in implementing SFU’s First Nations strategic plan.

Continuing Studies in Science’s ongoing Speaking of Science lecture series explored different approaches to biodiversity with all three lectures drawing full houses at SFU’s Burnaby and Vancouver campuses. In partnership with SFU’s Faculties of Environment and Science, the program initiated a public dialogue for 180 participants from government, First Nations, NGOs, industry and academia that explored options for renewable energy with a specific focus on hydroelectric power. And in an effort to address the decline of the Fraser River sockeye and protect wild salmon biodiversity in BC, the Speaking for the Salmon series spearheaded several important initiatives. The program organized a community forum in Kamloops and a think tank at SFU Burnaby to examine the growing uncertainty surrounding the Fraser sockeye. This was followed by a public presentation on the same topic at SFU Vancouver featuring a panel of scientists from the think tank and a Summit on Fraser River Sockeye Salmon held in partnership with the Pacific Fisheries Resource Conservation Council.

The **Dialogue Program** ran its Certificate in Dialogue and Civic Engagement with a full cohort and relaunched its Diploma in Dialogue and Negotiation after a complete redesign. It also hosted a group of business, government and community leaders, community gardeners and arts festival organizers in a Heart of a Citizen public dialogue series conducted over three evening events at SFU Vancouver’s Morris J Wosk Centre for Dialogue. Finally, in partnership with the Government of Canada and the Province of BC, the Program provided program design and facilitation for the three regional forums that took place in Vancouver, Nanaimo and Prince George. The Building Welcoming and Inclusive Communities and Workplaces allowed non-profit leaders, community organizers, business managers, newcomers and artists to come together to explore how to foster more inclusive communities and workplaces, increase immigration to their cities, build more diverse workforces, celebrate multiculturalism and create more vibrant public spaces.

The **English Language and Culture Program** helps international students and working professionals achieve their academic, business and personal goals through language enhancement and cultural fluency. It expanded the pool of countries from which students come, improved support for international students, worked with SFU’s Faculty of Education and Masters of Digital Media program, Fraser International College, BC’s provincial government and the Progressive Intercultural Community Services Society to enhance language proficiencies for various groups of learners, and formed productive relationships with Korea’s Mokwon University and Setsunan University in Japan.

The **Intercultural Communication Program** ran two cohorts of its Diploma program in Chinese/English Interpretation and Translation with students from Canada, Mainland China, New Zealand and Taiwan. One feature of the program is its close relationships with over 30 local companies and organizations that provide practicum opportunities for students. The program continued the successful International Teaching Assistants program that offers training and support services for international SFU

students who want to enhance their teaching skills. Finally, the program hosted a group of 30 Japanese seniors, all members of the New Old People's Movement, which encourages Japanese seniors to explore new activities and experiences.

The **Interdisciplinary Studies Program** continued to help cultivate an enlightened and caring society through education and discourse. Its Philosophers' Café series organizes informal public discussions on important issues of the day and attracts people of all ages and from all walks of life. The cafés enjoyed remarkable growth over the year: a 37 per cent increase in the number locations, a 47 per cent jump in the number of cafés and a 35 per cent rise in attendance. The Program also hosts the Canadian Academy of Independent Scholars—those scholars who do not belong to an academic or commercial institution. Besides growing its membership from 50 to 63 this year, CAIS launched the *International Journal of Independent Scholars*. The inaugural issue featured ten articles on everything from grassroots governance in India to the cultural memory of the Pacific Northwest Coast First Nations.

Management and Professional Programs had another strong year. The program area has grown dramatically in the past few years and saw its annual enrolment in courses and programs exceeded 2,200, a 15 per cent increase from 2008/2009 (especially at SFU Surrey). It launched three new programs launched in the last year and has almost completed development of a Certificate in Human Resources Management. Two initiatives are especially noteworthy. First, a new Certificate in Canadian Business Management Fundamentals offered its first courses that will be delivered in Mandarin. Promoted in partnership with *Sing Tao Newspapers*, the program helps Chinese-speaking professionals gain skills essential to success in Canadian business. Second, the new online Certificate in Restorative Justice developed in conjunction with the Centre for Restorative Justice at SFU's School of Criminology. The first cohort, comprising officers and staff from The Salvation Army, Canada's largest non-governmental social service provider, began their studies in January 2010. The program area also manages two endowments: the \$3-million Salvation Army Development Endowment Fund and the BMO Bank of Montreal Endowment Fund. Finally, two of the programs received awards for exemplary work in continuing education programming from the Canadian Association for University Continuing Education. The Career Development Practitioner Certificate was given a Program Award in the Local/Regional category and the SFU Tourism Field School was awarded an Honorable Mention in the International category.

The **Office of International Development** continued to manage two large-scale Canadian International Development Agency projects: one in Southeast Asia and the other in Ghana, Africa. Working in conjunction with Thailand's Chulalongkorn University, the program helped the National University of Laos and Cambodia's Royal University of Phnom Penh create education management information systems, practice Participatory Action Research techniques, design distance education programs and incorporate active learning strategies into their teaching. In Ghana, the program continued its work giving public school teachers and youth workers the knowledge and skills to reduce the stigma surrounding HIV/AIDS and helped develop research initiatives with three Ghanaian universities. To better showcase these activities at SFU, the program hosted a delegation of Ghanaians who met SFU scholars and local activists involved in similar research in Canada and organized an interactive symposium on Education as Action.

The **Research and Evaluation Unit** continued to offer applied research and program evaluation services to a wide variety of internal and external clients. It provided ongoing evaluations for several SFU programs and also designed and facilitated a workshop on Participatory Action Research in Laos in collaboration with the Office of International Development. It worked with colleagues at UBC to design a research plan and survey instrument to assess the health information needs of library patrons in BC's rural and remote communities and also evaluated the pilot year of their Managing at UBC program, which helps new managers become accustomed to their roles at the university. It helped Vancouver Aquarium with a

project to conduct visitor research and develop an appropriate evaluation framework. Finally, it created a logic model and evaluation framework for Action Canada's national fellowship program that gathers emerging young leaders to focus on leadership development and public policy projects.

The **Seniors Program** continued to offer a wide variety of learning opportunities to adults, 55 years or better. It enjoyed another year of successful expansion with more than 2,700 lifelong learners attended 68 intellectually stimulating and academically challenging non-credit courses, (an impressive increase of over 40% on the previous year). The program also hosted four free public forums that explored a wide variety of topics, from the global financial crisis to the Arab-Israeli conflict. All forums were videotaped so that they can be viewed online on the program's website. Finally, some 200 students along with current and former SFU faculty and administrators attended the 35th anniversary celebrations of the Seniors Program in September 2009. The keynote address was given by Ida Chong, BC's Minister of Healthy Living and Sport, who stressed the importance of initiatives like the Seniors Program in helping BC seniors live fulfilling lives.

The **7th Floor Media** group creates innovative and non-traditional technology applications for education and culture. It created interactive touch-screen displays for More Than Just Games, an exhibit organized by the Vancouver Holocaust Education Centre. In a Parks Canada project, it investigated the use of new media at national parks and historic sites exploring how they might enhance visitor experiences. It enabled visitors to the Bill Reid Foundation website to upload their own endings to an unfinished story by the acclaimed Canadian artist. Story endings can be submitted in graphic, audio or video form and provide a way to explore issues of identity, modernity, duty and tradition. Finally, in partnership with the SFU Centre for Applied Research in Mental Health and Addiction, the program is creating an interactive website to help the hundreds of thousands of British Columbians who suffer from mild depression. The site will allow users to work their way through a self-help program that can be updated online over the course of their treatment.

The **Writing and Publishing Program** offered over 130 courses and programs in the past year, helping emerging writers and editors hone their skills, change career directions and develop new talents. Founded in 1985, the Program registered its 40,000th student during the past year and saw enrolment in its courses and five certificate programs increase to 1,600, a 21-percent increase over 2008/2009. It offered the Technical Communication Certificate online for the first time and attracted students from across Canada, the United States, Europe and Southeast Asia. For the eighth straight year, students from the creative writing Writer's Studio launched their anthology *emerge* at the Vancouver International Writers & Readers Festival at which the students read their original work before a packed house.

Please note: a more comprehensive version of the 2009-2010 Continuing Studies Annual Report is available at http://www.sfu.ca/cstudies/SFUCS_AnnualReport_200910_web.pdf

Appendix A

Senate Committee on Continuing Studies, 2009-2010 Members

Tom Nesbit, Continuing Studies (Chair)
Lynn Copeland, Bennett Library (*ex-officio*)
Robert Gordon, Criminology
Martin Laba, Communication
Christopher Pavsek, Contemporary Arts
Evan Tiffany, Philosophy
Dolores van der Wey, Education
D'Arcy Warner, Convocation Senator
Brad Bart, Computing Science
Benjamin Lee, Student At-large

Appendix B

ENROLMENTS

Enrolment in Continuing Studies courses, programs and events

	2008/2009	2009/2010
Credit Courses and Programs		
Centre for Online and Distance Education (CODE)	14,857	14,632
SFU credit enrolments at Harbour Centre	6,401	6,770
Integrated Studies Programs	1,027	949
SFU NOW: Nights or Weekends	701	1,339
	<u>22,986</u>	<u>23,690</u>
Non-Credit Courses, Programs, and Public Events		
City Program	3,073	3,183
Community Education Program	254	99
Continuing Studies in Science	2,004	813
Dialogue Programs	1,364	1,972
English Language and Culture Program	718*	588*
Interdisciplinary Studies	3,337	3,793
International Teaching Assistants Program	74	136
Interpretation and Translation Program	59*	44*
Language, Culture and Heritage Programs	754	275
Management and Professional Programs	2,235	2,426
Seniors Program and Opera Studies	3,129	3,082
Writing and Publishing Program	2,027	2,645
	<u>19,028</u>	<u>19,056</u>
Total Credit and Non-Credit Enrolments	42,014	42,746

* Enrolment in multi-course cohort programs was counted as one registration per student.