

SIMON FRASER UNIVERSITY
Senate Committee on University Priorities
Memorandum

TO: Senate

FROM: John Waterhouse
Vice President, Academic
Chair, SCUP



RE: Integrated Studies Program
External Review

DATE: November 10, 2006

I have received the External Review Report on the Integrated Studies Program, together with a response from the Academic Steering Committee, the Dean of Continuing Studies, the Dean of the Faculty of Arts and Social Sciences, and input from the Associate Vice-President, Academic. The Dean of the Faculty of Business Administration did not submit a separate response to this review report.

The report of the External Review Committee for the Integrated Studies Program was submitted in August, 2005 following the review team's site visit, which took place July 15-16, 2005. The response of the Academic Steering Committee was received in April, 2006, followed by that of the Dean of Continuing Studies, Dr. J. LaBrie on March 28, 2006, and the Dean of the Faculty of Arts and Social Sciences, Dr. J. Pierce on June 5, 2006. There was general agreement on the recommendations in the External Review from the Academic Steering Committee and the Deans responding, and action has been taken on many of the recommendations.

Motion

SCUP recommends to Senate that the Integrated Studies Program and the Deans of Continuing Studies, the Faculty of Arts and Social Sciences, and the Faculty of Business Administration be advised to continue to pursue the following as priority items:

1. It has been agreed that the Integrated Studies Program will benefit from a permanent Academic Director with a clearly delineated position description. Funding for this position has been agreed upon between the Deans and the Vice President Academic, and a limited term, two-year appointment has been made in the Faculty of Arts and Social Sciences.

2. The Director of the Integrated Studies Program will report to the Dean of the Faculty of Arts and Social Sciences on academic matters, and to the Dean of Continuing Studies regarding other operational issues.

3. The membership of the Academic Steering Committee (ASC) should be reviewed by the Dean of the Faculty of Arts and Social Sciences, the Dean of Continuing Studies, and the Vice President Academic. Representation on the ASC from FASS, Continuing Studies, and Business Administration should continue. Following any changes to the composition of the ASC, the committee should determine the necessity for revisions to the mandate of the committee. Any recommendations should be provided for consideration to the Deans of FASS and CS, and the Vice President Academic.

4. The ASC, in conjunction with the Deans of FASS and CS, should review the administration and oversight of ISP offerings at remote sites, and establish clear guidelines to ensure the effective delivery, quality, and academic integrity of these offerings.

5. Taking into consideration emerging needs and interests of adult learners, the ASC and the Deans should develop a marketing and enrollment plan for the ISP, in consultation with the office of the Vice President Academic.

6. In conjunction with the Associate Vice President Academic, the Deans of FASS and CS should explore the possibilities for resolving the ongoing space challenges for the ISP.

cc. J. Pierce, J. LaBrie, C. Smart



SIMON FRASER UNIVERSITY
Office of the Dean, Faculty of Arts and Social Sciences
MEMORANDUM

To: Bill Krane
Associate VP Academic

From: John T. Pierce
Dean, FASS

Subject: Dean's Response to ISP Review Date: June 5, 2006

FASS Response to the Integrated Studies External Review

Thank you for sending FASS the External Review Report of the Integrated Studies Program. We have also received the Academic Steering Committee's response to the External Review and the Dean of Continuing Studies' response to both the External Review Report and the Academic Steering Committee's report.

Let me begin by noting that I was pleased to see the generally positive review of the Integrated Studies Program. This is a program that offers a unique educational opportunity for mature students and is deserving of continued, strong support. While most of the Reviewers' recommendations are best dealt with by the Academic Steering Committee or by the Dean of Continuing Studies, I do wish to comment on a few points made by the reviewers.

1. I agree that the position of Academic Director is crucial to the ongoing success of the ISP. I further agree that the University should provide FASS with a NET NEW position for the AD. Given the timelines involved in approving this position and for conducting a search - and in light of the need to replace the Acting Academic Director, Evan Alderson, before the expiration of his post retirement contract at the end of August - I think that it is best to staff this position initially with a limited term faculty member. The cost of this limited term position ought to be borne by the University, in line with the Reviewers' recommendations for funding of a permanent AD position.
2. I concur with both the ASC and the Dean of Continuing Studies' views that a position for an Associate Academic Director is not warranted at this time.

3. I agree that the Academic Steering Committee should continue to report directly to the Dean of FASS. This is an academic steering committee and thus it should report to the Dean of the academic unit that is responsible for approving ISP curriculum and for the conferring of degrees earned by students in the program. Currently, Associate Deans for Continuing Studies, Business and FASS are members of the ASC, thus the Deans of Business and Continuing Studies have representatives who will relay concerns to and from the committee to them. I therefore do not agree with the Dean of Continuing Studies' suggestion that the committee have a dual reporting structure - to FASS and CS.

In conclusion, my office will work with the members of the ASC and the Dean of Continuing Studies on the implementation of the other recommendations made by the reviewers.



JTP/rt

Cc: J. LaBrie, Dean, Continuing Studies
M.A. Gillies, Associate Dean, FASS



Dean's Office Response to the External Review Report on the Integrated Studies Program

Thank you for allowing me the opportunity to add my comments to the response of the Academic Steering Committee to the External Review Report on the Integrated Study Program.

As the Integrated Studies Program represents one of the flagship programs in Continuing Studies, I am delighted to learn that the External Review Committee found that the program "attracts quality students, provides quality learning experiences, and meets vital needs in the workforce." Continuing Studies is proud to have played a significant role in the program's incubation and development.

In general, I accept and endorse the comments and broad recommendations made by the Academic Steering Committee (ASC). However, there are several issues that I think worthy of further clarification and comment:

1. It is disappointing that the review team were not able to visit any of the "external" sites in which the IS program is offered. In recent years, the program has successfully developed cohorts in various areas of British Columbia—several quite distant from SFU's "home" campuses. This initiative has provided adult learners in some of the more remoter parts of the province with the opportunity to study at one of Canada's premier universities. Such an initiative has clear benefits for SFU's provincial image and supports the university's outreach and community engagement goals. It has also provided the opportunity to partner with several provincial post-secondary institutions—a development that has been of mutual institutional and programmatic benefit. I would support the reviewers' recommendations that the ASC examine the issues of academic and administrative oversight of programs at remote sites and that the university re-examine its current outreach models and infrastructure and marketing procedures to support expansion of credit program to adult learners. To that end, Continuing Studies is already initiating a plan to develop such programs based on a "Weekend University" model and a thorough revision of its program marketing approaches.

2. The External Review Report refers to the physical resources available to the program at SFU's Harbour Centre campus and expresses concern over the different locations of the program staff and director and the lack of a visible presence of the Academic

Director. I strongly support the comments in the ASC response that these issues become a priority. In the past few years, several attempts have been made to secure enhanced and contiguous program staff space at Harbour Centre but without much success. In my opinion, the program's successful development relies upon this issue being resolved in a prompt fashion.

3. The External Review Report recommends that the respective roles and responsibilities of various administrative positions associated with the program be reviewed and clarified and that a position of Associate Academic Director be created. As a new Academic Director must be sought to commence in September 2006, I concur with the response of the ASC that the establishment of an Associate Academic Director is not warranted at this time. However, I do support the recommendation that the duties of the Academic Director position be clearly identified before any posting is made. Because this will be a base-funded faculty appointment, all duties and responsibilities are rightly a matter for the relevant academic unit—in this case the Faculty of Arts and Social Sciences. Similarly, the duties of administrative staff are the responsibility of Continuing Studies. The ASC is correct in stating that the roles of the Director of Centre for Integrated & Credit Studies and the Integrated Studies program director have changed in recent years—reflecting the changing nature of Continuing Studies involvement in various aspects of credit and non-credit programming. Because I intend to review the organisational structure of Continuing Studies as part of our 3-year planning process, I will review the functions, descriptions and roles of these positions at the appropriate time.

4. Finally, the External Review Report recommends, and the ASC concurs, that the ASC report to the Dean of Arts and Social Sciences. This strikes at the heart of such a jointly-governed activity as the IS program. Because the program has been successfully developed and managed jointly, I think that it warrants a dual reporting structure—in essence, to both the Deans of Arts and Social Sciences and Continuing Studies. The separation of responsibilities is clear: FASS deals with all academic matters; CS with all administrative details. The ASC brings together those units together with others involved—the Faculties of Business Administration and Science and the program's staff and faculty and student representatives.

John G. LaBrie, EdD
Dean, Continuing Studies

28 March 2006

**Response of the Academic Steering Committee
to the
External Review Report on the Integrated Studies Program**

We are pleased to have received the External Review Report for comment and for action. We were gratified by the careful attention given to the program by the reviewers both during their visit and in this report, and we believe that they provided thoughtful and generally sound guidance for the program's future. We are pleased that they so strongly endorsed the program's objectives and accomplishments and so clearly validated its place among SFU's academic offerings. Because of the unique nature of the program and its joint management arrangements, the reviewers may not have understood all the relevant issues in full detail, but on the whole we believe that this report provides a good basis for the University to oversee some important and timely changes that will strengthen and solidify this already highly successful program.

We have chosen to respond to the Report by addressing its recommendations *seriatim*.

Recommendation 1.

Our committee fully agrees that a careful re-examination of its own operations and of the governance procedures of the program is in order. In its Report, the External Review Committee quotes approvingly a section of the self-report on the responsibilities of the ASC, but observes that it has not adequately fulfilled its governance mandate in recent years. We agree, both about the mandate and our responsibility to live up to it.

Specifically, the Report recommends that this Committee undertake a careful self-examination of its own operations. We have two responses here: one, a report on what we have already put in place; and two, our commitment to continue to examine and resolve some of the more complex issues. With regard to recent changes: the ASC has increased its presumed meeting schedule from three to five per year, and has agreed that additional meetings may occasionally be necessary; the Academic Director has assumed a much more active role in setting the agenda and chairing its meetings; the committee has recently considered and provided carefully crafted policy guidance on the important area of aboriginal programming, and has asserted its rightful place in approving a new program offering in this area.

Both in response to this report and more generally, the ASC has also committed to examine some of the longer-term issues. It has, for example, agreed to discuss and monitor grading issues within the program. There are some quite complex governance issues that require further thought. For example, the report states: "The ASC should play a central role in determining which remote locations will be selected for the ISP. . . ." This statement is fine as far as it goes, but it overlooks the fact that the ISP is very largely a market-driven program; it must seek out and respond to financially viable opportunities and cannot simply select desirable locations. Marketing of the program has not been, and in the Committee's view should not be, within the ASC's purview. It can and should set criteria for the academic viability of program offerings in remote locations, should be regularly informed regarding planned and existing programs, and should carefully

consider and approve any program offering that is to go forward. But here and elsewhere, the duality of the program's management requires recognition and accommodation. It may be that the sense of some committee members, as cited in the Report, that they have been brought in only after the fact has something to do with the necessity for the program administration to be entrepreneurial. This is not an atypical dilemma in the field of continuing education, but it requires ongoing work in any specific instance so that academic authority is appropriately maintained while programmers have their necessary developmental freedom. Our preferred approach is to provide carefully considered guidelines for various program types, to receive timely updates regarding new developments and opportunities as these arise, and to approve only program offering that can clearly sustain appropriate academic standards. The ASC will continue to work on such issues in close collaboration with the ISP administration.

Recommendation 2

The Report recommends a review of the ASC membership. We concur, and will be working on developing formal recommendations and initiating changes. At one time, it was contemplated that each program type within Integrated Studies would have its own Academic Steering Committee. It is now clear that there needs to be a single academic governance body for all the programs. Appropriate membership for the ASC needs to be established, but this issue needs to be resolved in consideration of how expert advice regarding various program types should be secured, how students (particularly those at remote locations) should be represented, and how other stakeholders can have appropriate input. We propose to consider these issues as a committee and to make formal recommendations to both the Faculty of Arts and Social Sciences and to Continuing Studies in due course.

Recommendation 3

We concur that the ASC should report to the Dean of the Faculty of Arts and Social Sciences. The ASC is the program's academic face and FASS has always been its academic home. Clearly, Continuing Studies should also be kept fully informed. We will initiate the procedure of an annual report, directed to the Dean of FASS and copied to the Dean of Continuing Studies and to the Chair of the FASS Curriculum Committee. We would welcome either Dean to any meeting of the Committee.

Recommendations 4 and 5.

The Report recommends that the Academic Director should be responsible for teaching only one course per year and that within the ISP, and that a new Associate Academic Director should teach one course within the program and have a single course release. We agree that the program requires steady and caring attention from its Academic Director, and that he or she should be familiar with the program and feel a part of it. It is of course desirable that the Academic Director have adequate time to undertake these responsibilities fully, while maintaining any other expected academic duties.

We are not sure, however, that the course release formula suggested by the reviewers is necessarily the best option. For example we think it would be a good idea for the Academic Director to be involved in some regular academic program as well as in the

ISP, but the Report implies that the entire Academic duties of the Director might lie within Integrated Studies. The Report uses the analogy of the Graduate Liberal Studies program in making its recommendations, but in some regards these programs are not exactly parallel. As we understand it the Associate Director of Graduate Liberal Studies has very specific duties regarding the guidance of graduating projects; it is not clear what specific duties within ISP would require a separate administrative position. More generally, much of the program administration of ISPs now takes place quite smoothly without continuing academic oversight. While we strongly agree that active academic interest and guidance is essential for the health of the program, we do not want to create a situation which is inefficiently over-administered.

We therefore propose that the normal expectation for the Academic Director should be a two-course teaching release for administrative duties, with a preference that at least one course should be taught annually within Integrated Studies. We do not recommend the appointment of an Associate Academic Director at this time.

Recommendation 6

We agree that a base-funded faculty position to provide academic direction for the program is a good idea, an appropriate recognition of the program's academic nature and needs, and a good way to acknowledge the government funding that student enrollments in the program attract. The program has established itself as a continuing and successful part of the University's offerings and makes a major contribution to an important aspect of the University's mission. Furthermore, stable and consistent academic direction for the program should not be contingent upon the vicissitudes of a cost-recovery budget; assertion of academic authority over the program should be accompanied by an academic investment.

Recommendation 7

The Report recommends a careful review of the roles played by the Academic Director and the proposed Associate Academic Director. We agree that engaged and consistent academic direction is essential for the program's continued viability. We further agree that setting clear expectations is a crucial aspect of achieving this objective. Perhaps most importantly, it is the interaction among roles that is key to long-term success. The Academic Director should be interested in all aspects of the program, thoroughly engaged in many of them, and should exercise consistent authority in a few. The role should be defined in careful consideration of what is already provided by a very effective administrative staff, who are performing functions that are appropriately within the competencies and professional expertise of Continuing Studies. The pendulum of infringement on proper roles can swing both ways.

The Report does not specify what party should be responsible for the review, only that consultation with the ASC should occur. The ASC recommends that the Acting Academic Director should draft a description of the role following consultations with the Program Director and others as appropriate, and should forward this document to the ACS for further consideration. The ASC will then comment on these recommendations and forward them to the Deans of Continuing Studies and FASS.

Recommendation 8

The Report recommends that ways be found to engage more full-time Burnaby instructional staff in teaching within the program. We agree that this is desirable, within the constraints that the Report notes and within the program's need to secure faculty who are especially skilled in adult education. We believe that one proper role for the Academic Director is frequent contact with relevant departments and department chairs to scout for possible instructors. In the past, departments have often been quite interested in referring their own regularly employed and highly effective sessional instructors, and some of the programs best teaching staff have been discovered in this way. If the program expands to the extent that it can guarantee more steady work in some disciplines, it is possible that a few shared lectureships could be an effective way to sustain academic relationships with the Burnaby campus.

Recommendation 9

The Report recommends that efforts be made to provide opportunities for instructional workshops. We have every reason to believe that LIDC would be entirely cooperative in this matter. As recommended the Academic Director and Program Director will consult with ISP instructors to determine their interest.

Recommendation 10

The Report recommends that roles be clarified and position descriptions be written for the Program Director and Director of CICS as well as for the Academic Director and Associate Academic Director. As noted, we do not recommend the establishment of an Associate Academic Director position at this time. Because a new Academic Director must be sought out for September 2006, it will be essential to clarify the expectations of this position in writing. The degree of participation in the program by the Director of CICS has shifted somewhat in recent years, and the ASC agrees that it is timely that clear expectations be set. In our view it will be appropriate for the Dean of Continuing Studies, in consultation with the Acting Academic Director, to review the job description of the Program Director in the light of these other considerations. The ASC will gladly contribute to these reviews as requested by the appropriate administrators.

Recommendations 11 and 12

The Report recommends that office space at Harbour Centre should be provided for the Academic Director, that teaching space should be expanded and that office space should be made more coherent. The ASC concurs with these recommendations and understands that a request to this effect has been entered into the current space planning initiatives at SFU Vancouver. Because the Acting Academic Director has office space in the Segal Building assigned through another program, the need for a dedicated office for this position will become imperative only in September of 2006.

Equally important, it is highly desirable to create a coherent group of offices for ISP staff. Having the staff together and together with the Academic Director and shared instructor offices in a suite of offices could make a significant difference to the program's *esprit* and sense of identity. Here, an analogy with the excellent space arrangements for the

Graduate Liberal Studies Program is well placed. We understand that this need has been conveyed to space planners by the Director of CICS. We hope that it will be endorsed with some force by the Deans of Continuing Studies and FASS.

The third space-related recommendation of the reviewers pertains to teaching space. The program has been fortunate to secure regular use of some policy rooms at Harbour Centre, an ideal teaching space for most of its courses. Nevertheless, courses have too often been forced to move from session to session, sometimes into quite cramped and undesirable rooms. Anything that can be done to regularize access appropriate rooms will be welcomed. Because our off-campus programs are usually prized by their hosts, we are often better and more consistently housed at remote locations than we are at Harbour Centre!

Recommendation 13

The Report recommends a review of existing evaluation approaches and any changes flowing from this review. This recommendation requires a three part response:

First, the ASC is extremely pleased that the reviewers themselves evaluated the program so highly based on the evidence before them. Their conclusion that the program serves its intended audience extremely well and their endorsement of its unique version of prior learning assessment are very gratifying, and should give confidence to the University regarding the nature and direction of the program.

Second, the Report's comments on the levels of evaluation that have been applied to the program are somewhat misinformed. Cathie Dunlop, Director of the Research and Evaluation Unit, has prepared a rejoinder to some of the reviewers' comments. She points out that some of the ambiguities in the evaluation data can be read in a much more positive light than the reviewers suggest. She also points out that the Report's strong suggestion that employers and supervisors of the students should regularly be surveyed actually was the case earlier in the program's history, and that it produced largely supportive information. Extracts from Cathie Dunlop's comments are included as an appendix to this Response.

Third, whatever interpretation may be placed on the available facts, we agree with the recommendation that the ASC should initiate a review of current evaluative procedures with a view to improving them in cost-effective ways. That will be an item of business for us in the coming months. Nevertheless, we should point out that this is surely one of the most systematically evaluated academic programs at SFU, and with very positive overall results.

Recommendation 14

The Report recommends that the ASC review the timetabling arrangements at remote sites and determine any necessary changes. It is true that there have been some variations at remote locations from the normal ISP patterns of instruction. Some of these have resulted from travel cost considerations, some from faculty preferences, and others from student suggestions. In all programs there has been a degree of experimentation that aims

to find the most satisfactory arrangements overall. We are aware that there are different views regarding the effectiveness of compressed modes of instruction. In reviewing this matter, as we will, the ASC's aim will not be to regulate uniformity. We will make sure that reasonable instructional hours are maintained in all courses, that they are taught in ways that respect academic standards, and that the academic viability of deviations from usual patterns is carefully evaluated.

Recommendation 15 (misabeled in the Report as #16)

The Report recommends that the ACS review the oversight of remote programs and establish clear guidelines regarding their administration. We agree that there are a variety of special issues that arise with programs in remote locations. Some of these are the result of local circumstances and need to be approached as individual problems requiring creative administrative solutions. Others, however, are predictable complications of programs at a distance and should be approached with forethought and with academic principles clearly in mind. We agree that the ASC should carefully consider such issues in advance of new program approvals. The ASC will consider establishing guidelines for programs at remote locations, just as it has for aboriginal programs. At the same time, it will be important to bear in mind that these are market-driven programs that will continue to require adaptability and resilience; too many advance restrictions could have the effect of eliminating such programs altogether. The ASC will also examine the appropriate roles to be played in academic oversight of such programs and will set out its expectations in time for them to be relevant to the search for a new Academic Director.

Recommendation 16 (misabeled in the Report as #15)

The Report recommends that market studies into the future academic needs of adult workers be undertaken and that the ASC consider new types of ISP programs to serve these markets. This recommendation appears to follow from the reviewers' doubts about the long-term viability of the ISP along its current cost-recovery funding model. The ASC agrees that both growth and program innovation should be continuing concerns of Integrated Studies. We have no clear way of judging about the continuing demand for the ISP as currently structured, although the program's reputation and the interest in it appear to us to be on the upswing. Certainly, the adult education market continues to change and it is very important to keep abreast of it. The ACS believes that the Academic Director should share in this responsibility, and should be involved in responding to expressions of interest in new programs. The ASC also believes that measured growth of the ISP program is desirable, both to provide greater financial security for the program and to make the program's benefits more widely available.

On the other hand, the ASC takes as its primary roles the academic oversight and guidance of the existing ISP programs, and academic consideration of new programs or program types that may be proposed. It is not directly involved in marketing efforts or new program design. The Report seems to be suggesting in this and the subsequent recommendations that the University should engage in a broad rethinking of its services to adult learners. We are not at all averse to such an initiative, but believe that the ASC should focus primarily on stabilizing and improving the range of ISP offerings as its contribution to this aspect of the University's mission.

Recommendation 17

The Report recommends that the University review its for-credit services to lifelong learners with a view to expanding them. We concur.

Recommendation 18

The Report recommends a review of the University's web marketing efforts to recruit adult students. We concur.

February 22, 2006

**Report of the External Review Committee
for the Simon Fraser University
Integrated Studies Program**

July 15-16, 2005

Program Review Team:

Dr. Carol Kasworm, Professor and Department Head, North Carolina State University

Dr. Gordon Thompson, Professor and Program Director, University of Saskatchewan

Dr. Sam Black, Associate Professor, Simon Fraser University

Overview

Founded in 1995, the Integrated Studies Program is academically based in the Faculty of Arts and Social Studies through the Bachelor of General Studies academic program and administratively directed by the Centre for Integrated and Credit Studies, Continuing Studies. The impetus for the external review was characterized by the Associate Vice President, Academic as based in the belief that this program was at a crossroad in its development. Due to the Three Year Plan for Simon Fraser University, there was also a desire for thoughtful examination of the program's current status and projected future at SFU.

The external review is based upon several sources of information. Background information sources included a self-study of the program, as well as accompanying position descriptions of the academic director and program director, program faculty vita and related course syllabi, listing of current student worksites, an ISP instructor's handbook, and brochures and marketing literature of the programs. On July 15-16, 2005, the external review team conducted interviews, and informal discussions with key university academic and continuing education administrators, faculty, select students, the Integrated Studies staff, and attended select class sessions. These efforts enhanced understandings of key strengths and quality indicators, program and instructional concerns, and projected future engagements of the program.

Under the directive of the Acting Vice President Academic and the Director of Academic Planning and Budgeting, this report will address the overall academic quality of the program, its administration and resource support, as well as specific discussions of six key issues outlined in the Terms of Reference, July, 2005, as noted below:

- **Evaluation of the administrative and academic future of Integrated Studies and the University's role in its development.**
- **Evaluation of the success of the Program in meeting its mandate to provide academic courses and credentials that serve the needs of adult student who primarily work full time.**
- **Evaluation of instructional, staff and physical resources available for academic program delivery, relative to the standards for traditional academic programs and other lifelong learning programs. Reviewers are asked to pay particular attention to the absence of continuing faculty in the program.**

- Evaluation of how the Program can best address the need for degree completion programs for working adults, how well the current academic disciplines and credentials offered meet the needs of adults, and whether there is a need for new disciplines and programs.
- Evaluation of the program's capacity to support the goals of the Three Year Plan of the VP Academic's Office and other relevant academic units, bearing in mind the university objectives and the shifting demands of adult learners.
- Evaluation of oversight by and degree of coordination with the Faculty of Arts and Social Sciences.

Quality of the Program and its instructional efforts:

The Integrated Studies Program is a unique undergraduate academic program, featuring a strong conceptual base in the Employability Skills Profile by the Conference Board of Canada; key innovative formats, delivery, and instructional elements to maximize access and support for adult students who are full-time workers; and quality instructional and support staff who have a commitment to facilitating adult learners with complex work and family lives beyond the classroom.

As a highly innovative adult credit program, this program features a number of key quality indicators. There is a dedicated program director and support staff with a strong commitment to serve the unique needs and requirements of adult students. We noted capable and creative part-time instructional staff, who represent both academic faculty and working practitioners with appropriate credentials, strong instructional skills, and important understandings of adult learning principles. The program courses appear to represent appropriate upper-division academic knowledge and skills configured to meet the complex knowledge demands and skills of current workforce needs of the students. It is apparent that the program has made ongoing efforts to modify course offerings, based upon changing student profiles, changing employer contexts of the students, and changing workforce knowledge requirements. It is particularly commendable to have a strong engagement in critical thinking and analysis, teamwork, and written engagements with critique in the coursework. Further, the program completion capstone experience is a particularly significant quality indicator that engages student and faculty in an integrated understanding and application between the academic program and the adult work life. The review team's observations of student presentations and discussions in classes, as well as individual

conversations suggest a capable cadre of adult learners who bring rich work and life understandings and engagements with key concepts and skills in the classroom. From the student retention levels and student feedback evaluations, the ISP program appears to have an effective relationship between the adult learners in the program and their ongoing engagement in the workplace. We also note that the ISP program has a number of evaluative components to assess instructor performance and program performance. Key indicators for the ISP program are represented in the number and quality of admissions applications, retention rates, student comments, and degree program congruence with workforce knowledge and skills demands. These evaluative components are particularly important because adult programs are highly sensitive and responsive to adult learner needs and actions for relevant and quality learning experiences. Based on the findings from the self-study, this program, on the whole, attracts quality students, provides quality learning experiences, and meets vital needs in the workforce.

Key Issues facing the Future of ISP:

I.) Academic Governance of the Integrated Studies Program (ISP)

One of the issues identified in the terms of reference provided to the External Review Committee concerned an **“Evaluation of oversight by and degree of coordination with the Faculty of Arts and Social Sciences.”** We have chosen to address this issue first because we believe it to be the most significant in terms of the future of the program. It has become clear to us that the issue of academic governance, including the extent to which the Faculty of Arts and Social Sciences claims real ownership of the ISP, is fundamental to finding a path toward a promising future for the ISP. We believe that there are two governance issues that require careful scrutiny. The first is the role of the Academic Steering Committee for the ISP and the second is the role of the Academic Director of the program.

A. Role of the Academic Steering Committee

The role of the Academic Steering Committee (ASC) is briefly described in the Self-Study Report. It states that the ASC:

“ . . . oversees the academic objectives of the program, ensuring that the planned curriculum and quality of teaching, examinations, and other forms of evaluation meet those objectives. It is also responsible for monitoring present and future needs of the program stakeholders and guiding the development of curricula, new systems of course delivery, and new programs as required. The Committee usually meets at least three times each year . . .” (p. 7).

While this statement is unusually concise, it nonetheless confirms that the role of this Committee is critical to the effective operation of the ISP and the planning of its development. It is not surprising that it is expected to meet a minimum of three times a year to fulfill such a broad mandate. Unfortunately, our understanding is that it does not fulfill this mandate. At least some members of the Committee feel that the ASC meets too infrequently, and that too often, it is expected to “rubber-stamp” decisions that have already been taken. Moreover, it appears to spend little, if any, time engaged in a meaningful role of planning for future needs and directions. For example, the ASC should play a central role in determining which remote locations will be selected for the ISP and for planning potential curricular variations on the ISP that might attract new audiences. It is not desirable, nor feasible, for the ASC to become involved in the day-to-day administration of the ISP, but it should be closely involved in shaping the future directions of the ISP. More fundamentally, it must be actively involved in ways that ensure that members of the ASC, and other members of the University community, are satisfied that the academic credibility of the ISP is maintained. Accordingly, we propose no change in the existing terms of reference for the ASC. *But we recommend that the Academic Steering Committee undertake a careful self-examination of its operation to assess the extent to which it is fulfilling its mandate, and identify steps needed to remedy any shortcomings.*

We also noted the membership of the ASC which is listed in the Self-Study Report (pp. 7-8). It lists a total of 13 members, only 5 of which are academic appointments. This strikes us as an unusual membership for a committee charged primarily with academic matters. For example, there are no chairs of academic departments but there are six student representatives. Further, these student members only represent the current Harbour Centre program, while the outreach of ISP and its programs have expanded beyond this campus. It appears to us that the composition of this committee is more appropriate to a program advisory committee than an

academic steering committee. Accordingly, *we recommend that a review of the composition of the Academic Steering Committee be undertaken to ensure that its membership is appropriate to its mandate.*

We understand that in the first few years of operation of the ISP there was a program advisory committee that included industry representatives (employers). We also understand that this committee was discontinued as the nature of the program marketing changed from targeting corporations to recruiting individual participants (p. 4 of the Self-Study Report). It may be appropriate to reconsider the role of a program advisory committee that could include employer representatives and participants in the program (as well as the ISP Program Director and others), especially if the membership of the ASC changes in such a way as to reduce the presence of program participants. We will make further observations regarding the involvement of employers of ISP participants, when we discuss the issue of evaluation practices relating to the program.

Finally, we are not altogether clear on the issue of the reporting structure for the ASC. Does it report to the Academic Director or the Dean of Arts and Social Sciences? If it does not already do so, *we recommend that the Academic Steering Committee report to the Dean of Arts and Social Sciences. We further recommend that the ASC submit an annual written report to that Dean, and that the Dean meet at least once a year with the ASC.*

B. Role of the Academic Director

It is clear to us that the role of the Academic Director is critical to the success of the ISP. We note that the position description for the Academic Director (dated February 2003) states that this individual is “. . . responsible for the academic administration of all Integrated Studies Programs and will be accountable for the maintenance of academic standards in all programs.” We have concluded that a careful review of the role of this position is essential. We have several concerns:

1. The first concern arises from the modest workload assignment associated with this position. The incumbent receives a two-course reduction in teaching load. This does not appear to be

appropriate to the scope of the task. It may be instructive to compare the role of the Academic Director of the ISP with that of the Director of the Graduate Liberal Studies (GLS) program. As we understand it, both receive the same reduction in teaching load in recognition of their roles as directors of their programs. But the ISP has multiple cohorts and multiple locations. The ISP has many more students and instructors than the GLS program and, in light of the large number of sessional instructors, it can be expected to place greater responsibilities upon the Academic Director than does the GLS program. Moreover, due to its non-traditional design, the academic credibility of the ISP is more likely to be questioned than that of the GLS program, and this places additional pressures and expectations upon the role of the Academic Director of the ISP. In short, the Academic Director cannot be expected to fulfill the expectations of the role with such a modest assignment of workload. Accordingly, *we recommend that the teaching release for the Academic Director of the ISP be increased beyond the current assignment. Specifically, we recommend that the Academic Director be responsible for teaching no more than one course per year and that teaching should be part of the ISP course offerings.*

We also note that the GLS program provides for the appointment of an Associate Academic Director who receives a one course reduction in teaching load each year and teaches one course in the GLS program. *We recommend a parallel arrangement for the ISP. Specifically, we recommend that the ISP appoint an Associate Academic Director who receives a one course reduction in teaching load each year and who teaches (at least) one course in the ISP each year.*

2. The ISP is expected to operate on a "cost-recovery" basis. Insofar as most of the operating expenses associated with the ISP are concerned, we believe that this is an appropriate budgetary model for a special access program aimed primarily at working professionals. We do not think that this arrangement is appropriate insofar as the appointments of an Academic Director and Associate Academic Director are concerned. As noted previously, we believe that these positions are vital to maintaining the academic credibility of the ISP. Such appointments should not be funded through revenue recoveries. The University receives credit for the FTEs it generates in the ISP program and this should be reflected in a base-budget

commitment to fund positions critical to the academic credibility of the program.

Accordingly, we recommend that the University provide the Faculty of Arts and Social Sciences with base-budget funding adequate to provide for the costs of the Academic Director and Associate Academic Director.

3. The Academic Director must provide visible and substantial leadership in all aspects of the program that touch upon its academic integrity. At a minimum, this includes the selection and evaluation of students, the selection and evaluation of instructors, the identification of appropriate off-campus sites for the program and the resources needed to support the program, the planning of new curricular variations of the ISP, and overall academic leadership for the ISP within the University community including lobbying for its support and playing a visible role in ensuring its success. In addition, we would suggest that the Academic Director teach at least one course each year in the ISP. This is a long list of expectations! As noted previously, we are convinced that this array of responsibilities cannot be effectively met under the present workload arrangements. Regrettably, it seems to us that this has had the inevitable consequence of limiting the opportunities for the Academic Director to be involved in the breadth of activities, and to the depth of involvement, that is needed. We are concerned that the limited workload release at present, may have had the unintended consequence of redefining the role of the Academic Director from the level of involvement appropriate to that position, to a level of involvement appropriate to the release time. Accordingly, we think that more is required than simply providing a greater workload assignment to the role of Academic Director. *We recommend that a careful and thorough review of the roles played by the Academic Director and the Associate Academic Director be undertaken (in consultation with the Academic Steering Committee) in order to ensure that the nature of the position is consistent with the expectations.* Later in this report we recommend that written position descriptions be prepared for the Academic Director, Associate Academic Director, Director of the Centre for Integrated and Credit Studies, and the ISP Program Director.

Evaluation of instructional, staff and physical resources

The External Review Committee was asked to provide an “ . . . **Evaluation of instructional, staff and physical resources available for academic program delivery, relative to the**

standards for traditional academic programs and other lifelong learning programs.” We were asked to “. . . pay particular attention to the absence of continuing faculty in the Program.”

A. Instructional resources

An issue frequently raised during our visit was the exceptionally high proportion of sessional instructors who teach in the ISP program.

It is true that not all of the instructors are sessionals. A number of ISP instructors are current or retired faculty members from Simon Fraser University, and some are instructors or lecturers who teach courses at the Burnaby campus as well as courses in the ISP. Even among those instructors who are sessionals, at least two of them are full-time faculty members at other institutions (Dr. Fiona McQuarrie who is a Professor of Business Administration at University College of the Fraser Valley, and Dr. Charles Menzies who is an Associate Professor of Anthropology at UBC). At the same time, we note that sessional instructors are crucial to the success of the program. They bring a blend of academic training and professional experience that enriches the ISP classroom and represent best practice in many adult degree programs targeted to working adults in business and industry. We met with a number of ISP instructors and had the opportunity to visit several of their classes. We were impressed with their enthusiasm and commitment to the program. Moreover, they provide an important measure of flexibility in the selection of courses in the program. Nonetheless, there appears to be a pervasive sense that the proportion of courses taught by sessional instructors is too high, and this ratio of sessionals to full-time faculty poses a potential threat to the academic credibility of the ISP.

We note that there are special advantages to appointing ISP instructors who are also connected to the Burnaby campus. For example, they can contribute to an increased sense of awareness of the ISP program within the academic councils of the University, and potentially increase the degree of collegial support and ownership of the ISP. This possibility is not likely to be realized with sessional instructors who teach at the Harbour Centre campus but have little or no on-going contact with colleagues at the Burnaby campus. They also bring a tacit

understanding of academic expectations of comparable student performance across the ISP and the on-campus program offerings. Accordingly, *we recommend that the University explore strategies to increase the proportion of ISP courses taught by full-time instructors who have some continuing connection with the Burnaby campus.* We want to stress however that this recommendation should not be seen as reflecting any measure of criticism upon the excellent corps of sessional instructors currently supporting the program. Rather, it should be seen as reflecting a need to balance the proportion of full-time and sessional instructors.

As the Self-Study Report observes, it is unlikely that teaching in the ISP will enjoy wide appeal amongst tenured or tenure-track faculty. Indeed, we understand that in some instances, such as the Faculty of Business, that there is no possibility of their ISP courses being taught by such faculty. Accordingly, it may be that a lecturer and or limited term appointments will prove useful. We are also aware that there may be some special issues arising from the recruitment of instructors in satellite locations at some distance from Vancouver. We were advised that at least some department heads felt obliged to confirm the appointment of an instructor at a distant location when they had only a curriculum vitae to assess, and they were uneasy about making the appointment. We believe that this is one of the important areas in which the Academic Director can and should play a significant role.

We believe that it is important for the Academic Director to teach at least one course in the ISP each year. This brings the Academic Director into close contact with program participants and ensures that that individual has a direct experience with the students and the delivery of the program. It also has symbolic value in terms of the academic leadership associated with the ISP.

The Self-Study Report suggests that it would be desirable to offer workshops for ISP instructors to enhance their instructional effectiveness. We support this suggestion, but we were unable to identify the critical barriers to making it happen. Is it an issue of budgetary resources? We would expect that the University's Learning and Instructional Development Center would support the ISP as much as any other undergraduate program. Is it a question of location and scheduling? We would expect that it would be necessary to offer the workshops

at the Harbour Centre campus (leaving aside considerations relating to instructors at remote sites). Is it a lack of interest on the part of ISP instructors? We would think not in light of the high level of enthusiasm and commitment of the ISP instructors with whom we met. In short, this suggestion appears to us to be a worthwhile undertaking. Accordingly, *we recommend that the Academic Director and the ISP Program Director consult with ISP instructors and representatives of the University's Learning and Instructional Development Center to investigate the need and interest for instructional workshops, and the means by which they can be offered.*

B. Staff resources

The ISP staff play a vital role in support of the program. There has been significant growth in the staffing complement, which has been necessary to cope with the growth in the size of the program and the number of cohorts. We are satisfied that the complement of administrative staff is adequate for the needs of the program, and the individuals comprising this group seem capable and enthusiastic about the program. We would especially note the dedication and competence of Ruth Price, the Program Director. At the same time, we are of the view that the responsibilities of the Program Director have grown to be burdensome. Ms. Price observed to us that there were a number of areas, especially ones associated with the identification and development of future cohorts of participants, which she felt constrained to address. We found ourselves unclear about the respective roles of the Program Director (Ruth Price) and the Director of the Centre for Integrated and Credit Studies (Tom Nesbit).

Within the position description for the Academic Director, there is a set of identified responsibilities for the Director of the Centre for Integrated and Credit Studies (CICS). It noted that the two incumbents “. . . will share responsibility for program planning and development . . . “ and “. . . are expected to maintain a close consultative relationship on all aspects of the programs . . . ” It was not clear to us that these two positions were centrally involved in future planning and development of the ISP program and much of this responsibility appears to have devolved upon the Program Director. Accordingly, *we recommend that the respective roles of the Academic Director, Associate Academic Director, the Director of the CICS, and the ISP Program Director be carefully reviewed and clarified.*

We also noted that there were brief position descriptions for the roles of the Academic Director and the Program Director. No such description was available for the Director of the CICS. Accordingly, *we recommend that written position descriptions be prepared for all four positions once their respective roles and responsibilities have been clarified.*

Given the size and complexity of this current program and the expectations for additional growth and outreach of this program, we suggest the need for further elaboration in the ISP staff roles and responsibilities. Adult programs of this size and complexity typically have differentiated staffing for key responsibilities related to hiring and supervision of program instructors, recruitment, admissions and ongoing engagement with adult student, facilities management, and related program support, and other staffing for new outreach, marketing, and new program development. Unlike academic programs which cater to traditional students, the adult student higher education market is highly competitive and continually evolving. Future growth with outreach will require a more extensive and differentiated set of roles and responsibilities in this program area.

C. Physical resources

The primary location of the ISP program is the Harbour Centre campus. We did have the opportunity to visit that campus and also spent some time on the SFU campus in Burnaby. However, we did not visit any of the other ISP site locations. Accordingly, we are unable to provide any assessment of physical resources at locations other than the Harbour Centre campus.

We have a concern for the current placement of staff in different sites. The ISP staff are located at the Harbour Centre campus, but are inconveniently located at some distance from the Program Director. It would be preferable if they could occupy adjoining space. We are also convinced that the Academic Director must have a visible presence at the Harbour Centre campus and *we recommend that office space for the Academic Director be provided at that location.* Of greater concern was the restricted access to classroom space. We were advised that the ISP struggles to secure sufficient classroom space to support the needs of the program and that this is a serious limitation to potential growth of the ISP. We were also advised that the ISP does not pay for classroom space and we strongly support this arrangement. At the

same time, the Self-Study Report referred to the “revenue agreement established for the Harbour Centre campus” (p. 66) as contributing to constraints on the availability of classroom space for the ISP. We appreciate the financial constraints relating to the operation of the Harbour Centre campus but are concerned that this has serious consequences for the ISP. We were advised that space currently occupied by the Faculty of Business is expected to become available within the next year or so when they relocate to another downtown location. This may provide an opportunity to address the needs of the ISP for additional classroom space. Accordingly, *we recommend that additional classroom space at the Harbour Centre campus be made available to the ISP at the earliest opportunity and that consideration be given to achieving a more felicitous and more efficient office arrangement to allow the Program Director and the Academic Director to work more closely with the ISP staff.*

III. Evaluation of the Success of the Program

The External Review Committee was asked to consider an “**Evaluation of the success of the Program in meeting its mandate to provide academic courses and credentials that serve the needs of adult students who primarily work full time**” and an “**Evaluation of how the Program can best address the need for degree completion programs for working adults, how well the current academic disciplines and credentials offered meet the needs of adults, and whether there is a need for new disciplines and programs.**”

The Review Committee observed that the Self Study Report and our conversations with academic administrators, instructors and students provided overwhelming support for the effectiveness and value of the ISP. The program is unique in concept and design. Many universities in North America provide some form of prior learning assessment and recognition (PLAR) to recognize the knowledge and skills possessed by adult learners, and to provide appropriate undergraduate credit for such competencies. But we are not aware of any other university program that admits adult learners to the 3rd year of an undergraduate program without some type of rigorous assessment process that results in the award of credit for the first two years of study. Indeed, after reading the Self-Study Report, we had expected during our visit to the University that we might hear some questions raised about the appropriateness

of this arrangement. We did not, and based on what we saw, heard, and read, we are satisfied that this is a highly successful and innovative program that brings credit to the University.

We did observe some disquiet on the part of some ISP participants regarding the credential that they receive upon successful completion of the program. Many participants reported that they would prefer the degree to be a "Bachelor of Liberal and Business Studies" or some similar designation, rather than a Bachelor of General Studies. We understand the reasons behind this suggestion, but in light of the nature and structure of the ISP we are satisfied that the present arrangement is most appropriate.

We are not able to provide informed advice about how well the current academic disciplines and programs meet the needs of adults. The ISP participants that we met during our brief visit were very satisfied with the curriculum of the Liberal and Business Studies program. But they are a self-selected group, and therefore we have no way of assessing whether there are significant numbers of other adults who would be attracted to an alternate program. Nonetheless, the program is logically and appropriately designed to respond to the Employability Skills Profile of the Conference Board of Canada. The strength of the continuing demand for the program supports the view that the program is responding effectively to a broadly based need amongst working adults.

We are not able to provide informed advice on whether there is a need for new discipline programs. As noted previously, efforts by those involved in the ISP to assess demand for new ISP programs have been constrained due to the limited resources to undertake such studies. Accordingly, no needs assessment or market research information was available to us.

We do have some supplementary observations we want to offer which relate (at least in part) to evaluation considerations. We were pleased to learn that Continuing Studies has a Research and Evaluation unit and that the ISP budget provides resources for an on-going systematic process of evaluation. The Self-Study Report provided considerable information on the nature of the evaluation work done for the ISP to date and the conclusions appropriate to that work.

It is clear that the impressions and opinions of participants are systematically collected on a regular basis. This type of evaluation is identified by Kirkpatrick (1994) as Level 1 – evaluating reaction. It is a useful but basic type of evaluation. In a program such as the ISP where participants are self-selected, we would normally expect participant reactions to be generally positive. Often, the most meaningful reactions are negative ones since they are not usually expected and they signal a need to consider making changes in the way the program is being conducted. The Self-Study Report also provided information on the grades earned by participants. This type of evaluation is identified by Kirkpatrick (1994) as Level 2 – evaluating learning. The Self-Study Report observes that “. . . The overall academic performance of ISP students has been impressive” (p. 43). Once again, this result would be expected in light of the careful selection process for applicants to the program.

The Self-Study Report provided very little information on what Kirkpatrick (1994) identified as Level 3 – evaluating behavior. This type of evaluation assesses the extent to which changes in job behavior have changed as a result of participating in an educational or training program. Many academic accreditation groups are now requiring academic programs to define key learning outcomes and impacts of their programs. This Level 3 evaluation is vitally important to validate the impact of this program for both its adult students and the employer stakeholders. The Self-Study Report indicates that participants in the ISP report an expectation that the program will be of long-term benefit to their job and career (p. 44) but it also reports that alumni of the ISP program from cohort 7 indicated that 42% of them felt there was no change in their work performance (on the job behavior) as a result of participating in the ISP. This is a surprising result and one which warrants further examination. It is important to note that this was a small sample (only 12 respondents). Accordingly, it may not be widely representative. Nonetheless, we raise this for two reasons. We believe that this type of evaluation (level 3 – evaluating behavior) is at least as important to the program as evaluating participants' reactions and evaluating their learning. Moreover, it is not sufficient to canvas only the ISP graduates themselves. The views of their supervisors and co-workers should also be examined. The ISP is heavily dependent upon employer support, and upon participants and employers being satisfied that the program leads to important improvements in work-related competence, and the application of that competence

in the workplace. Accordingly, this type of evaluation should be undertaken frequently and systematically.

Secondly, it is important to recognize that the results reported for cohort 7 would not assist the ISP in its marketing efforts. If these results were found to be broadly representative of ISP graduates, it would suggest that further study was warranted to determine why the program was not leading to enhanced work performance. On the other hand, if it were found that ISP graduates, their supervisors, and co-workers reported significant workplace performance improvement for ISP graduates, this would be a powerful tool to assist ISP marketing efforts.

We were also surprised to find virtually no evaluation efforts have been made to assess the views of the employers of ISP participants when the Self-Study Report identified employers as one of the four stakeholder groups. Further, the Report stated that one of the purposes of evaluation of the ISP was to “. . . determine whether . . . employers . . . are sufficiently satisfied with the value of the program . . .”(p. 40).

In short, we believe that on-going and systematic evaluation of the ISP is critical to its success and credibility. We are not satisfied that existing evaluation approaches are sufficient. Accordingly, *we recommend that those responsible for the ISP, including the Academic Steering Committee, undertake a thorough review of existing evaluation approaches and methodologies for the ISP, and make whatever changes are needed to meet the needs of the program.*

Finally, we are disappointed that we are unable to provide more observations and reflections on the delivery of ISP programs at remote locations. One of the resource people we were scheduled to meet with, Verna Billy, Dean of the Nicola Valley Institute of Technology was unable to meet with us. We were especially interested in her experiences associated with institutional partnerships to deliver the ISP. As noted previously, we had no opportunity to visit remote locations at which the ISP is delivered. Accordingly, we regret that we can provide little in the way of observations and suggestions related to this important aspect of the ISP and its future development. We did receive varying views regarding timetabling

arrangements related to instruction in the ISP at remote sites, especially Kitimat. Courses offered at that location are offered in a very compressed period of time (usually Thursday night/ all day Friday/ Saturday morning) with visits widely spaced apart. Some of the people with whom we met were quite satisfied with that arrangement and felt that it worked effectively as an instructional format. Others were quite critical of the approach and felt that the instructional visits needed to be more frequent and of longer duration. At least some of these latter individuals suggested that pedagogic considerations were being subordinated to financial ones. We were unable to assess whether this was a serious limitation of delivering the ISP at remote locations. Accordingly, *we recommend that the Academic Steering Committee explore this matter and determine what, if any, changes should be made to timetabling arrangements for ISP course delivery at remote locations.*

Finally, we recognize that there are special challenges associated with the identification, selection, and academic oversight for ISP offerings at remote locations. We are not satisfied that adequate mechanisms are in place to ensure the academic integrity of these programs. For example, what specific roles and responsibilities do the Program Director, the Academic Director (and potentially others) have in regard to offerings at remote locations? Accordingly, *we recommend that the Academic Steering Committee examine the issues of administrative and academic oversight of ISP offerings at remote sites and establish clear guidelines and assigned responsibilities to ensure the academic integrity of these programs.*

IV. Future of the ISP

The External Review Committee was asked to consider an **“Evaluation of the administrative and academic future of Integrated Studies and the university’s role in its development”** and an **“Evaluation of the program’s capacity to support the goals of the Three Year Plan of the VP Academic’s Office and other relevant academic units, bearing in mind the university objectives and the shifting demands of adult learners.”**

A. Future of Integrated Studies Program and the University's Future

Although the ISP program has demonstrated its importance to the lifelong learning market in Vancouver and British Columbia, we also believe that this program is at a crossroads of future possibilities and potential turbulence. This team questions the full viability of this program in its current ambiguous leadership status, as well as its limited program focus and staff support. Given the suggested growth needs to serve the adult learner as a credit student, we trust that the previous recommendations will be seriously considered, if not fully implemented.

This program brings together the academic expertise and leadership of the Faculty of Arts and Social Sciences with the significant continuing education expertise of the Center for Integrated and Credit Programs. This partnership can be an asset in determining future growth and expansion to serve adult learners. However, there are several clear warning signs suggesting a re-examination of key assumptions and current strategies for future growth and outreach to adult students.

1) Historically, the ISP program was designed to serve an intact workforce of one or a few employers, e.g. Canadian Pacific Railway. These past brokered relationships between university academic programs and employers have become an increasing rarity. Because of the current economic restructuring and the churn of workforce needs, fewer employers are able and willing to make this significant a commitment. Thus, the ISP is now serving individual adult learners who work in a wide variety of for-profit and not-for-profit worksites. Further, it appears from our initial data that up to 50% of the students are paying their own way (although many have employer support through work release time to attend part of those class sessions held on work time.) Thus, we suspect there will be increasing difficulties to attract students based upon a full-cost recovery model and an assumption of employer full-tuition reimbursement. *We recommend that the University and the ISP program conduct market studies related to future academic program needs for adult workers and related pricing of these program options.* Although requested as part of this review, the program review team was unable to determine specific directions for program expansion. We recommend that the University give thoughtful consideration of expansion based in supportive demographic data studies, employer surveys, and related adult learner market

surveys. One observation from our visit suggested that there may not be sufficient interest in Surrey for the ISP program or for a program requiring employer tuition reimbursement support. Thus, future efforts at outreach to the Surrey area should include an initial marketing survey prior to future attempts to recruit new cohorts in the ISP.

2) The current face-to-face, Friday and Saturday instructional delivery format with an adult learner cohort group model offers an effective model for access, support, and quality instruction to adult learners. However, this model can only serve one segment of the adult population. *For outreach to future adult learner markets, we recommend that the Academic Steering Committee explore other types of formats, other degree emphases, and other types of infrastructures which may serve other adult learner markets.* There are numerous examples of these diverse options, including one major effort at the University of Oklahoma, College of Liberal Studies. This College has created a significant number of academic program options directed to adult learners (<http://www.ou.edu/cls/>). Other varied examples of alternative configurations and programs could include the School of Continuing and Professional Studies (General Studies Program) at New York University, College of General Studies at University of Pittsburgh, and University of Minnesota – College of Continuing Studies (Bachelors of Applied Science). Some of these examples present outreach to adult learners incorporating Internet based degrees and/or course offerings, some utilize self-directed learning formats, and some incorporate more traditional class-based efforts but delivered to adults in evening, weekend, and off site formats. In a number of these programs, the home university provides regular FTE funding and infrastructure support for these academic offerings and/or programs.

3) With the increased aging of the population, stronger demands for university education by employers, and the changing workforce configurations, *we recommend that the University reexamine its current outreach models and infrastructure to support significant expansion of credit programs targeted to lifelong learners.* A number of universities have utilized one unit, such as a College of Continuing Studies to serve adult learners, while others institutions have charged each college to create programs or formats to serve both adults and often traditional age students who participate in degree programs as full-time workers and desire to participate in nontraditional formats and time scheduling. These programs and

formats are more often a dedicated curriculum delivered in an evening, weekend, or distance education format. Because the web is often the more viable source of information for prospective adult students, *we recommend that the University and Continuing Studies review its current media, particularly its web marketing for effective and efficient recruitment of undergraduate adult students.* (For example, an individual may have difficulty locating adult-oriented degree program information if they did not know about Harbour Centre, Integrated Studies program, or Continuing Studies. The Google search identified the MLS program, but not the ISP.)

B. Program's capacity to support the Three-year Goals of the University

Given the previous discussions and program review team recommendations, we believe that the ISP and other adult learner programs could effectively support Goal 6. "Extend the university more fully into its communities and reach out more effectively to our diverse community of learners." However, we have some doubt that program growth could be based solely on full-cost recovery program outreach. As noted, marketing surveys and other forms of investigation would support development and recruitment for specific programs and delineate the current adult market to support cost recovery programs.

Goal 6 suggests future outreach to the First Nations. Because of the lack of discussion with Dean Verna Billy, Nicola Valley Institute of Technology, the program review team cannot comment on the future growth options available for outreach to the First Nations beyond the current ISP offering.

V. Summary of Recommendations

1. We recommend that the Academic Steering Committee undertake a careful self-examination of its operation to assess the extent to which it is fulfilling its mandate, and identify steps needed to remedy any shortcomings.
2. We recommend that a review of the composition of the Academic Steering Committee be undertaken to ensure that its membership is appropriate to its mandate.
3. We recommend that the Academic Steering Committee report to the Dean of Arts and Social Sciences. We further recommend that the ASC submit an annual written report to that Dean, and that the Dean meet at least once a year with the ASC.
4. We recommend that the teaching release for the Academic Director of the ISP be increased beyond the current assignment. Specifically, we recommend that the Academic Director be responsible for teaching no more than one course per year and that teaching should be part of the ISP course offerings.
5. We recommend that the ISP appoint an Associate Academic Director who receives a one course reduction in teaching load each year and who teaches (at least) one course in the ISP each year.
6. We recommend that the University provide the Faculty of Arts and Social Sciences with base-budget funding adequate to provide for the costs of the Academic Director and Associate Academic Director.
7. We recommend that a careful and thorough review of the roles played by the Academic Director and Associate Academic Director be undertaken (in

consultation with the Academic Steering Committee) in order to ensure that the nature of the position is consistent with the expectations.

8. We recommend that the University explore strategies to increase the proportion of ISP courses taught by full-time instructors who have some continuing connection with the Burnaby campus.
9. We recommend that the Academic Director and the ISP Program Director consult with ISP instructors and representatives of the University's Learning and Instructional Development Center to investigate the need and interest for instructional workshops, and the means by which they can be offered.
10. We recommend that the respective roles of the Academic Director, Associate Academic Director, the Director of the CICS, and the ISP Program Director be carefully reviewed and clarified. We recommend that written position descriptions be prepared for all four positions once their respective roles and responsibilities have been clarified.
11. We recommend that office space for the Academic Director be provided at the Harbour Centre campus.
12. We recommend that additional classroom space at the Harbour Centre campus be made available to the ISP at the earliest opportunity and that consideration be given to achieving a more felicitous and more efficient office arrangement to allow the Program Director and the Academic Director to work more closely with the ISP staff.
13. We recommend that those responsible for the ISP, including the Academic Steering Committee, undertake a thorough review of existing evaluation approaches and methodologies for the ISP, and make whatever changes are needed to meet the needs of the program.

14. We recommend that the Academic Steering Committee determine what, if any, changes should be made to timetabling arrangements for ISP course delivery at remote locations.
15. We recommend that the University and the ISP program conduct market studies related to future academic program needs for adult workers and also examine related pricing of these program options for its viability with prospective adult students. We further recommend that the Academic Steering Committee explore other types of instructional formats, other degree emphases, and other types of infrastructures, which may serve other adult learner markets.
16. We recommend that the Academic Steering Committee examine the issues of administrative and academic oversight of ISP offerings at remote sites and establish clear guidelines and assigned responsibilities to ensure the academic integrity of these programs.
17. We recommend that the University reexamine its current outreach models and infrastructure to support significant expansion of credit programs targeted to lifelong learners.
18. We recommend that the University and Continuing Studies review its current media, particularly its web marketing for effective and efficient recruitment of undergraduate adult students.

References

Kirkpatrick, D. L. (1994). Evaluating training programs : the four levels. San Francisco : Berrett-Koehler.