
To: Senate
From: J.M. Munro, Vice-President, Academic
Subject: External Review - Gerontology Program
Date: 16 October, 1992

Attached for the information of Senate is the executive summary of the external review of Gerontology which was carried out in March 1992. The report and the response of the Program were reviewed by the Senate Committee on Academic Planning at its meeting on 14 October, and the Committee approved a motion to receive the report. The full report and the response by the Program are available from the Secretary of Senate for senators to review.

For the information of senators, this review was conducted by a two person review team rather than the usual three person team because of the relative size of the program. The members of the review team were:

Chair: Dr. Anne Martin Mathews
Director, Gerontology Research Centre
University of Guelph

Member: Dr. James Birren,
Director,
Anna and Harvey Borun Center for Gerontological Studies
University of California at Los Angeles.



EXECUTIVE SUMMARY OF RECOMMENDATIONS:

On March 30 and 31, 1992, members of the Review Committee met with faculty, students, alumni, and staff of the Gerontology Research Centre, the senior administration of Simon Fraser University, and other SFU faculty and department chairs which relate to the Gerontology Research Centre. These meetings took place at the Burnaby and Harbour Centre Campuses. All provided valuable insight into the operation of the Gerontology Research Centre and the Diploma Program. In this Review of the Gerontology Research Centre, the Diploma Program in Gerontology and also the proposed M. A. in Gerontology, the Committee makes the following recommendations concerning each of these units and the integration of their activities.

1. THE GERONTOLOGY RESEARCH CENTRE:

1. The Centre should continue to promote basic and applied research with a focus on housing and the elderly and, through a seed grants program, to support gerontology research at both the Harbour Centre and Burnaby campuses.

2. The Centre should not continually be forced to seek out and engage in contract research in order to survive as an academic unit.

2. THE DIPLOMA PROGRAM IN GERONTOLOGY:

1. The Diploma Program immediately requires additional faculty and staff resources. These include a 1.0 FTE Program Assistant (to assist with the development of Practicum

- placements) and between .50 FTE and 1.5 FTE additional faculty resources. One of these faculty positions should have responsibility for Curriculum Coordination.
2. More regular meetings are required with the Adjunct faculty and sessional instructors associated with the Diploma Program. The individuals directly involved in instruction and course development need to be engaged in the larger process of periodic Program review and evaluation.
 3. The Seminar Series, which has become rather moribund in recent years, should be revived.
 4. Comprehensive examinations should be considered as a mechanism for reducing the number of course requirements in the Diploma program, especially in areas where students may have sufficient expertise.
 5. More opportunities for career counselling should be provided to students and alumni of the Diploma Program. Alumni feel uncertain as to whether the Diploma alone provides an adequate entre into employment, or whether it should best be viewed (and promoted) as a 'companion degree'.
 6. The Kinesiology course requirement should be reviewed in terms of its contribution to the Diploma Program. Rather than the current emphasis on cell biology, a course in human physiology with more direct potential for translation into practical health and illness issues would be more appropriate.

7. A management course should be added to the electives offered in the Diploma Program.

3. THE PROPOSED M.A. IN GERONTOLOGY

1. Serious consideration must be given to the issue of the faculty resources required to achieve the critical mass necessary to sustain the proposed M.A. degree in Gerontology. If the three proposed concentrations are to be viable options within the M.A., then each must have a compliment of at least 3.0 FTE faculty in order to provide appropriate levels of graduate teaching and supervision.
2. The Health Promotion concentration should include a course on Human Physiology.
3. The number of course credits required for the M. A. in Gerontology, and the number of clinical hours associated with the internship, should be significantly reduced.
4. The number of course pre-requisites for the M.A. should also be reduced.
5. The differential in the number of courses required of students in the thesis and non-thesis options should be increased to two from one.
6. Comprehensive exams should be considered as an alternative to pre-requisites and numerous graduate courses as a way of testing for substantive knowledge.

4. THE INTEGRATION OF ACTIVITIES:

1. While the position of Director of the Gerontology Research Centre and the Diploma Program remain as one, authority should also be vested with two or three other faculty: a 'core' faculty member currently associated with the Diploma Program should become the Associate Director for Education and Training, having responsibility for the development, staffing, evaluation and review of the educational programs in Gerontology; a member of the Steering Committee (perhaps on a course-release basis) should become Associate Director for Research, taking responsibility for establishing research linkages between Gerontology and other units on campus, re-establishing a Seminar Series (to which Adjuncts and sessional instructors in the Diploma Program would be welcome), and serving as a liaison between the Centre and faculty on the Burnaby campus. Given the applied nature of gerontology research and education at SFU and its reliance on external sources of funding, an Associate Director for Community Relations would also be appropriate.

REPORT OF THE EXTERNAL REVIEW COMMITTEE
FOR THE GERONTOLOGY RESEARCH CENTRE
AND DIPLOMA PROGRAM IN GERONTOLOGY
AT SIMON FRASER UNIVERSITY

Submitted By:

James E. Birren, University of California at Los Angeles
Anne Martin Matthews, University of Guelph (Chair)

JUNE 1992

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placements) and between .50 FTE and 1.5 FTE additional faculty resources. One of these faculty positions should have responsibility for Curriculum Coordination.

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REVIEW OF GERONTOLOGY RESEARCH AND PROGRAMS:

INTRODUCTORY REMARKS:

Prior to our visit, members of the Review Committee received and read a variety of Reports and documents relating to the Gerontology Research Centre and the Diploma in Gerontology. These included: the 1990-91 Annual Report of the Gerontology Research Centre; information on the Post Baccalaureate Diploma in Gerontology; the Program Proposal for the Master of Arts in Gerontology (dated 92.02.26); the University Calendar; Challenge 2001: The President's Strategic Plan; and the curriculum vitae of Centre core faculty. On March 30 and 31, 1992, we met with faculty, students, alumni, staff and senior administration at the Burnaby and Harbour Centre Campuses. All provided valuable insight into the operation of the Gerontology Research Centre and the Diploma Program and the proposal for a M.A. degree in Gerontology.

Among gerontology centres and programs in Canada, the SFU facilities are well known and have a wide measure of respect. The productivity of the Centre in terms of research reports and funding secured is widely acknowledged. During our visit it became apparent that the Centre and the Diploma Program enjoy the broad support of their constituent faculty, students and alumni, as well as the senior administration of the University.

In order to adequately address the many and various issues involved in the evaluation of the Gerontology Research Centre, the Diploma Program and the proposed M.A. in Gerontology, each of these three components will be addressed separately. Interrelationships

between the three will be considered in the last section of this Review.

THE GERONTOLOGY RESEARCH CENTRE:

Strengths:

1. The Centre is a model of what can be achieved given modest funding over a decade. The SFU Gerontology Research Centre has a solid national reputation and enjoys some international recognition as well.
2. A major achievement has been the contribution of the Centre to our understanding of the relationship between the aging individual and the built environment.
3. The endowment from the Real Estate Foundation of B.C., which funds two Research Fellowships in Environmental Gerontology in the Centre, is a particularly notable accomplishment. These positions provide a unique opportunity for the Centre to further enhance its expertise in the areas of aging and the built environment.
4. The Centre has a particularly strong leader in the person of Dr. Gutman. She has been especially successful in securing on-going funding for the Centre and in establishing the Centre's national reputation. Colleagues, staff and students applaud the drive and energy she has brought to the task of building the Centre and the Diploma Program. As one faculty member noted, "The Centre seems to have grown with its own force and that force is Gloria". Another observed that few other programs at Simon Fraser are so identified with the

initiative of one person as is the Gerontology Research Centre.

5. Through the production of bibliographies and the accumulation of resource material, the Centre had become a visible and viable resource for faculty, students and community groups who seek bibliographic information for gerontological research.

6. The Centre had demonstrated an ability to attract grants and contracts from a variety of funding sources. This has been accomplished despite national concerns about continuous funding for research in the social sciences and humanities.

7. The growth in funding and published work, much of it in in-house publications, has been very impressive. The prospects for further growth appear to be quite encouraging. Several of the core faculty associated with the Centre (notably Drs. Wister and Watzke) are in the early stages of their careers and are still building their research programs. As these research programs develop, they should further enhance the Centre's scholarly output, especially in scientific peer-reviewed publications.

8. Although the Centre's primary research focus to date has been on the topic of aging and the built environment, other researchers associated with the Centre have developed solid reputations for research in other areas. For example, the work of Dr. Gee on issues of family structure and issues related to women and aging is also widely recognized and well

respected within the broader field of Canadian social gerontology. Other faculty associates working in areas of Women's Studies and the applied social sciences similarly enjoy national reputations.

9. Previously shuttled around from one location to another, The Gerontology Research Centre now enjoys a permanent and spacious home in Harbour Centre. This location greatly facilitates the Centre's access to constituent groups such as students and the community.

Weaknesses to be Addressed:

1. The number of papers published in scientific peer-review journals needs to be increased, in order to realize the full maturity of the research programs of Centre faculty and associates.

2. Faculty need to publish more of their gerontology research in sources other than in-house publications which may not have as wide a distribution and the visibility of commercial academic presses.

3. Although the role of the Information Officer is a valuable one, the time has now come to focus attention away from the production of in-house Bibliographies. To date the Centre has produced some 192 Specialized Bibliographies. As the Centre moves into its second decade, this kind of assistance to faculty and students may become less important both as computer technology facilitates this process and as the academic programs mature.

4. The reporting structure of the Centre needs to be clarified. It appears that some measure of budget accountability is to the donors of the endowment fund. While the Centre also reports to the Dean of Arts, the frequency and timing of such reporting is not clear, nor is the nature of the action called for in response to such reports. The lack of University financial support to the Centre likely contributes to its somewhat autonomous character; in such a climate, success must therefore be judged in terms of its service to the community and its applied orientation, more so than its relationship to scholarship and faculty research. If there are to be increased faculty efforts to further the research goals of the Centre and to involve it in more research grants than contracts, then the relationship between the Centre and the University, both financially and organizationally, requires clarification.

5. Concerted effort will be required over time to ensure that the Harbour Centre location does not isolate Burnaby Campus faculty from the Gerontology Research Centre and from library holdings in Gerontology.

Recommendations for the Future:

1. The Centre should continue to promote basic and applied research with a focus on housing and the elderly. Through a seed grants program, the Centre should continue to support gerontology research at both the Harbour Centre and Burnaby campuses.

2. The Centre should not continually be forced to seek out and engage in contract research in order to survive as an academic unit. The SFU Gerontology Research Centre is unique among Centres in Canada in the extent to which it has been able to attract endowment support and thus sustain itself almost exclusively on a resource base from outside the University. This is an extraordinary achievement. However, across ensuing years, and particularly in light of the anticipated re-capitalization of some of the endowment funds, the Centre must not continually be required to sustain all of its operations through external funding, especially contract funding.

THE DIPLOMA PROGRAM IN GERONTOLOGY:

The Post-Baccalaureate Diploma Program in Gerontology has 87 graduates and 95 registered students (as of the 1990-91 Annual Report). As part of the Review of the Diploma Program, the Committee met with faculty and also two groups of students: twelve who are currently registered in a 400 level Diploma course, and six graduates of the Diploma program. The consensus among the student groups was that a great deal has been accomplished by the Diploma Program with very limited resources. They agreed with the observation that "there should be more bouquets for what has been accomplished".

Strengths:

1. The number of graduates of the Diploma Program and the levels of enrolment (both in terms of the number of students

registered in the Program as well as the 994 course enrolments) together indicate that the Diploma Program is meeting a need in the community.

2. The Committee was impressed with the quality of the students and the alumni, based on our brief meeting with them. They came from a wide variety of backgrounds, had strong commitment to gerontology and had a great deal of respect for the what they had learned and how it had contributed to their careers in gerontology. They were very articulate in expressing their views as to the strengths and weaknesses of their courses and the Program overall. They are indeed a credit to the quality and strength of the Program.

3. The Alumni in particular are a highly motivated group, and with their in-put and continuing interest can continue to be a true asset to the Program as it shapes and evolves (especially with the introduction of the proposed M.A. in Gerontology) in the years ahead.

4. The Program is unique in the province of British Columbia and one of only several in the country.

5. The Program is designed to be flexible enough that a variety of course electives are available to students to meet their particular interests and needs.

6. The relevance of the Program for the field of social gerontology is apparent. The 'core' required courses cover the primary issues of relevance to the field, and the range of electives is reasonably broad but also intensive and focused.

7. The Program is still at a point where class size is small enough to facilitate stimulating classroom interaction between students and faculty. Many students described this as a strength of the Program.

Weaknesses to be Addressed:

1. The Diploma Program has, until quite recently, operated with an appalling lack of committed faculty resources, in terms of Full-Time Equivalents (FTEs). Up until September 1991, the Diploma Program was allocated only .50 FTE (Dr. Gutman) and .50 FTE staff. Even with the welcome addition of Dr. Wister (1.0 FTE) to the core teaching staff of the Program, the allocation of faculty and staff to the Program is woefully inadequate. The Diploma Program faculty resources are also supplemented by six sessional stipends funded through the University, and through endowment funds provided by the Silberfield Lectureship in Gerontology and Squibb Canada.

While obviously a Program such as this will always rely to some extent on sessional instructors and faculty in other Departments to mount the broad range of electives required as part of the curriculum, the Diploma Program currently relies far too extensively on sessional instructors to mount its curriculum. During our visit, we learned, for example, that programs such as Women's Studies have 3.0 FTEs based on 17 students. At that rate, the 95 students enrolled in the Diploma Program in Gerontology would appear to warrant more than the current 1.5 FTE faculty allocation. The Program

Director's request for an increase from .50 FTE to 1.0 FTE in the Program Assistant position is entirely appropriate in our view.

2. The lack of core faculty and staff with primary or even exclusive responsibility to the Diploma Program is very much felt by the students. The under-staffing of the Program manifests itself in a perceived lack of adequate opportunities for career counselling and academic advising as to course selections, and the perceived lack of available course electives at times. Although the Diploma is apparently designed to be completed in "eight months flat", students indicated that this was rarely possible because of the periodic lack of electives.

3. The workload for the Diploma Program, both in terms of the number of courses required and individual course requirements, is perceived by students to be excessive. Students commented that the expectations of the program seem to be equal to a course-work Master's degree. This raises two issues: (a) whether the current Diploma Program is at such a high level that it will compete with the proposed M. A. in Gerontology, thereby diluting student interest in the two programs operating simultaneously; and (b) the amount of work is appropriate to a post-baccalaureate diploma of this nature. However, both of these concerns likely reflect a genuine lack of consensus within the field of Gerontology as to the nature and meaning of a Diploma; as such, these concerns are not

unique to Simon Fraser University. The number of credit hours required for the Diploma is in fact consistent with similar Programs at Simon Fraser University; faculty perceive the workload as appropriate to the course levels. Nevertheless, given the concern expressed by students, some consideration could be given to whether a 500-level course designation may be more appropriate for some of the Gerontology courses.

4. One suggested alternative is that comprehensive examinations be organized as another way of determining student's level of knowledge. In addition, they could be used as a means of determining whether students should be waived of core course requirements in areas where they have sufficient background. Students did note, however, that if they 'skip' courses they have already taken elsewhere, then there may not be enough electives available to complete the Diploma Program within a given time period. In such cases, the waiving of certain course requirements for the Diploma may be required.

5. The practicum requirement, although viewed by the Committee as an overall strength of the Program, is problematic for students in terms of the amount of support they receive in identifying practicum opportunities. Presently, students are required to find a setting for their Practicum, discuss it with the appropriate administrator, then bring the plan to the Program Assistant in the Diploma Program for approval or rejection. The requirement that the students themselves make arrangements for the practicum is clearly a source of stress

for many students. The perception is that valuable time is lost, and professional reputations potentially tarnished, when students negotiate placements which are subsequently not approved by the Program Assistant. In other gerontology programs in Canada, students are assigned to practicum placements negotiated by the unit or Department involved. Doubtless the current practice at Simon Fraser University has arisen in response to the lack of faculty and staff resources in the Gerontology Diploma Program.

6. The Kinesiology course requirement clearly needs some re-consideration in terms of its place in the Diploma Program. Students and alumni were uniform in their concern with this course, as were selected faculty. The current course offering emphasizes cell biology, and requires more background preparation than the Diploma Program students have. While the students do not question a course requirement in the biology of aging, they appear to need a course (such as that with a more human physiology emphasis) more specifically designed for them.

7. Students expressed a need for a management course that would better prepare them to move into positions which require a knowledge of organization and management principles.

8. The Adjunct Faculty and sessional instructors associated with the Diploma Program expressed varying levels of involvement in the Program itself. Likely because of the few resources available to the Diploma Program, there was a sense

of a lack of 'connectedness' among the faculty group. Faculty would welcome more opportunity for collegial interaction and more on-going involvement in Program curriculum decisions.

Recommendations for the Future:

1. The Diploma Program should immediately be provided with additional faculty and staff resources. A 1.0 FTE Program Assistant is immediately required, to assist with the development of Practicum placements. In addition, if the Diploma Program is to have the same faculty-student ratio as other programs on campus, then it will require between .50 FTE and 1.5 FTE additional faculty resources. One of these faculty positions should have responsibility for Curriculum Coordination.
2. There should be at least one faculty meeting per term for planning and evaluation purposes. These should include the Adjunct faculty and sessional instructors associated with the Diploma Program. The Review Committee understands that, currently, the Centre's Steering Committee plays a role in curriculum development; however, not all Steering Committee members actually teach courses as part of the Diploma Program. The individuals directly involved in instruction and course development need to be engaged in the larger process of periodic Program review and evaluation.
3. Another vehicle for collegial interaction is the Seminar Series, which has become rather moribund in recent years.

Centre staff discussed a plan to revive the Series; the Review Committee supports this proposal.

4. Comprehensive examinations should be considered as a mechanism for reducing the number of course requirements in the Diploma program, especially in areas where students may have sufficient expertise.

5. More opportunities for career counselling should be provided to students and alumni of the Diploma Program. Alumni feel uncertain as to whether the Diploma alone provides an adequate entre into employment, or whether it should best be viewed (and promoted) as a 'companion degree'.

6. The Kinesiology course requirement should be reviewed in terms of its contribution to the Diploma Program. Rather than the current emphasis on cell biology, a course in human physiology with more direct potential for translation into practical health and illness issues would be more appropriate.

7. A management course should be added to the electives offered in the Diploma Program.

THE PROPOSED M.A. IN GERONTOLOGY:

The proposed M. A. in Gerontology represents a logical step in the structuring of education in Gerontology at Simon Fraser. With a decade of experience in the operation of a Gerontology Research Centre and in post-baccalaureate teaching in Gerontology, the faculty at Simon Fraser are well poised to undertake this initiative in response to societal need.

Strengths:

1. Although several Canadian universities offer graduate degrees in selected disciplines with a specialization or emphasis in Gerontology, only two or three Master's degrees in Gerontology are offered in English-speaking Canada.
2. The proposed M.A. will provide an opportunity for more advanced professional training than is currently possible with the Post-Baccalaureate Program in Gerontology.
3. Overall, the Gerontology Research Centre at Simon Fraser University has a knowledgeable and scholarly group of faculty to support the proposed substantive foci of the Master's Program.

Weaknesses to be Addressed:

1. The Program Proposal for the M. A. in Gerontology indicates that, in addition to the part-time involvement of Dr. Gutman, Dr. Wister and the two Research Fellows in Environmental Gerontology (of whom only Dr. Watzke has yet been appointed), the M.A. will require 2.0 FTE faculty appointments, a .50 FTE Internship Coordinator, and three additional sessional appointments. The Review Committee considers these the absolute minimal requirements to mount the proposed Program. Although the optimal size of the faculty and staff compliment will largely depend on the size of the graduate program (for further discussion of this point, see item # 3 below), the issue is a critical one. Among the faculty from various departments with whom the Review

Committee discussed this issue, the norm seems to be three graduate students to every one faculty member in a graduate program. Given even the most minimal projected estimates for the M.A., the resource requirements are likely to be greater than those noted in the Program Proposal. In sum, the faculty is too small to enable the proposed M.A. Program to be launched. Without the addition of two full-time faculty members and a half-time advisor, it would appear to be impossible to initiate the graduate program.

2. The Program Proposal for the M.A. in Gerontology proposes three substantive streams or concentrations within the Program: Administration of Services for Older Persons; Aging and the Built Environment; and Health Promotion and Aging. The availability of a critical mass of faculty required to mount the M.A. (see discussion in # 1 above) varies with respect to each of these substantive streams. For example, as noted previously, the Gerontology Research Centre has built a national reputation for its research on aging and the built environment; this concentration is well supported by the Director, as well as Drs. Wister and Watzke and the additional in-coming Research Fellow in Environmental Gerontology. For the other proposed concentrations, however, the Gerontology Program at Simon Fraser University does not as yet have a cadre of faculty with expertise in these areas. While several faculty are associated with a research proposal (currently under federal government review) concerning health

promotion and aging, core faculty appointments have yet to be made. Within the "Administration of Services" concentration the proposed graduate courses require faculty with expertise in both Management and in Information Systems. Although the proposal suggests that these could be covered by having two individuals each with .50 FTE appointments, such an arrangement may contribute little to the critical mass of full-time core faculty required to successfully mount a viable graduate program within each of the three substantive streams.

3. The enrolment predictions for the proposed M.A. in Gerontology suggest that there will be a maximum of 15 students for each of the three substantive streams per year. This extremely ambitious projection is much too high. At this rate, a two-year M.A. program would be admitting 45 students per year, and would easily have upwards of 90 students in the Program. This would place it on a par with the very large and established graduate programs in Psychology (100 graduate students) and Kinesiology (60 students) and far larger than the 15 graduate students in Sociology. Given that these established programs have between 15 and 33 faculty to support that number of graduate students, the projected target for Gerontology seems particularly high. If indeed the program retains the three substantive streams, then a maximum of between three and five admissions per year in each stream would appear more appropriate relative to other units on campus.

4. The number of credit hours and requirements of the proposed M.A. in Gerontology are high compared to the norm at other Canadian universities and relative to other master's programs at Simon Fraser University. While the more typical pattern at SFU (and elsewhere in Canada) is for 4-6 graduate courses plus a thesis or two extended papers, the proposed M.A. would require either 6 courses, a thesis and an internship, or 7 courses, an internship and one of either two extended essays or a major research project. The internship requirement is also quite stringent, even for a professionally-oriented program. This would amount to some 500 clinical hours, a highly demanding requirement for a degree program without claim to professional accreditation. As one student noted, the completion of these program requirements would necessitate a mature student taking more time away from paid employment than it would take to complete a Ph.D. in Social Work.

5. In addition to the number of course requirements for the M.A., the number of pre-requisites (most of them associated with the Diploma Program) for the proposed M.A. is also quite extensive. Students coming out of, for example, a traditional Sociology background would essentially have to complete many of the course requirements for the Post-Baccalaureate Diploma in Gerontology before they could even enter the Master's. Given this, it is difficult to imagine what incentive they would have to enrol in the Gerontology M.A. when, in fact,

they could complete a Sociology M.A. with Gerontology electives.

Recommendations for the Future:

1. Serious consideration must be given to the issue of the faculty resources required to achieve the critical mass necessary to sustain the proposed graduate Program in Gerontology. If the three proposed concentrations are to be viable options within the M.A. then each must have a compliment of at least 3.0 FTE faculty in order to provide appropriate levels of graduate teaching and supervision.
2. The Health Promotion concentration should include a course on Human Physiology.
3. The number of course credits required for the M. A. in Gerontology, and the number of clinical hours associated with the internship, should be significantly reduced.
4. The number of course pre-requisites for the M.A. should also be reduced.
5. The differential in the number of courses required of students in the thesis and non-thesis options should be increased to two from one.
6. Comprehensive exams should be considered as an alternative to pre-requisites and numerous graduate courses as a way of ensuring familiarity with subject matter.
7. In order to facilitate interaction between the Burnaby and Harbour Centre campuses and to enhance faculty cooperation and involvement in the proposed M. A. program, a graduate student

seminar series should be held. Both faculty from Harbour Centre and selected faculty from the Burnaby campus would lecture on issues in their areas of expertise.

THE INTEGRATION OF ACTIVITIES:

The Charge to the Gerontology Review Committee also invited comment on two issues related to the integration of gerontological activities at Simon Fraser: the adequacy of the resources provided to support teaching and research, including computing and library resources; and the linkage between the Diploma Program and the Gerontology Research Centre.

On the first issue of the computing and library resources, the Review Committee can offer little opinion. Computing resources were not discussed during our visit; the library resources (as described in the Program Proposal for the M. A. in Gerontology) appear more than adequate. The Centre's library of 'fugitive' literature appears to well compliment SFU library holdings. The move of the Simon Fraser University's Gerontology collection to the Harbour Centre campus has apparently caused some aggravation for Burnaby campus faculty who encounter substantial delays in accessing required material. If Gerontology is to remain a viable substantive focus for faculty and students on the Burnaby campus, the library distribution system will require improvement.

The second issue of linkage is a rather complex one. At one level, the Gerontology Research Centre and the Diploma Program in Gerontology are highly intertwined in the person of Dr. Gutman who serves as both the Director of the Gerontology Research Centre and

the Director of the Diploma Program. The staff of the Gerontology Research Centre work alongside the one staff person and one faculty member associated with the Diploma Program. Students of the Diploma Program certainly utilize the resources of the Centre, particularly in terms of the Information Officer, the library and the bibliographic database. However, the Adjunct faculty and sessional instructors for the Diploma Program have no apparent link to the Gerontology Research Centre. Indeed, it is the faculty members of the Centre's Steering Committee who advise on curriculum development relative to both the Diploma and the proposed M. A. in Gerontology, although they may not necessarily have teaching linkages to the Diploma Program.

Clearly, then, the two structures (the Gerontology Research Centre and the Diploma Program) are linked, but in an ad hoc fashion. In order to clarify and formalize this relationship, the review Committee recommends that:

1. While the position of Director of the Gerontology Research Centre and the Diploma Program remain as one, authority should be vested with two or three other faculty as Associate Directors: a 'core' faculty member currently associated with the Diploma Program should become the Associate Director for Education and Training, having responsibility for the development, staffing, evaluation and review of the educational programs in Gerontology; a member of the Steering Committee (perhaps on a course-release basis) should become Associate Director for Research, taking responsibility for

establishing research linkages between Gerontology and other units on campus, re-establishing a Seminar Series (to which Adjuncts and sessional instructors in the Diploma Program would be welcome), and serving as a liaison between the Centre and faculty on the Burnaby campus. Given the applied nature of gerontology research and education at SFU and its reliance on external sources of funding, an Associate Director for Community Relations would also be appropriate.

CONCLUDING REMARKS:

As the range of gerontological activities at Simon Fraser expands to include the Research Centre, the Diploma Program, and the M. A. in Gerontology, the planning process will require focus and long term strategies. It is not unreasonable to think that there will be increasing numbers of Masters students who wish to go on to a Ph.D. in Gerontology. Although this is now possible through the Interdisciplinary Ph.D. program, the day may come when this alternative is not sufficient to meet societal need.

The many recommendations contained in this Report imply a substantial increase in the financial resources which Simon Fraser University should allocate to the Gerontology Research Centre and the educational programs in Gerontology. In times of severe fiscal restraint, these are obviously hard choices to make. However, for over a decade, Gerontology at SFU has benefitted from the drive and direction of its ultimate "champion", its founding Director, Dr. Gutman. Among the faculty, staff and students whom we met, the overall perception is that Simon Fraser University has gotten a

great deal of mileage out of Gerontology for very little input in terms of resources. Dr. Gutman's enthusiasm, energy, commitment and follow-through have compensated for the University's failure to provide the required level of internal resources into Gerontology, despite their passive encouragement of its development. In order for the Gerontology Research Centre and the educational programs in Gerontology to mature to their full potential at Simon Fraser University, the time has now come for the University to make that resource commitment.

GERONTOLOGY RESEARCH CENTER

SIMON FRASER UNIVERSITY

at Harbour Centre

MEMORANDUM

TO: Dr. J.M. Munro, V.P. Academic
FROM: Gloria Gutman, Director, Gerontology
SUBJECT: Response to External Review Report
DATE: September 11, 1992

Clearly, the external review report recognizes the achievements of the Gerontology Research Centre and the Gerontology Diploma Program. Some weaknesses, especially the Program's need for additional resources, are also pointed out. In responding to the report we shall focus first on the perceived weaknesses of the Centre and Program and on the reviewer's recommendations for correcting these. We will then address concerns expressed about the proposed Master's Program.

a) Gerontology Research Centre

In critiquing the Centre, the reviewers recommend that more emphasis be placed on publishing in scientific peer-reviewed journals and less emphasis be placed on in-house publications. We concur with both recommendations and have, in fact, begun to implement them. As evidence of this, it should be noted that in the last 10 months, 7 papers have been submitted to or revised for peer-reviewed journals by Drs. Watzke and Wister. Two are already in print and the other 5 have been accepted for publication. Further, as indicated on page 16 of the latest version of the Master's proposal (copy attached), Drs. Wister, Gutman and Watzke are currently collaborating on a new book, Living Environments of Older Canadians, for which a commercial publisher is being sought.

Other concerns identified in the external review relate to products of the Centre's Information Service, in particular, a perceived over-emphasis on production of bibliographies; the Centre's reporting structure, which they view as lacking structure and, a potential for isolation due to the Centre's location in the Harbour Centre campus.

Information Service

It is unfortunate that during their visit there was insufficient time for Drs. Birren and Martin Matthews to explore, in-depth, with our Information Officer, the extent and nature of the services that she provides. Had they had the opportunity to do so, they would have discovered that, in addition to producing bibliographies and a quarterly Newsletter, a full range of reference services including computerized literature searches and "current awareness profiles" are available. The latter, a new

feature introduced this year, are made up of keywords describing a particular topic. These are run against on-line database(s) on a regular basis. Persons with interests in the topic receive a printout alerting them to new journal articles. The profile is updated weekly, biweekly or monthly, depending on the database(s) selected.

Production of bibliographies, in other words, constitutes only a small portion of the Information Officer's workload. The value of these should not, however, be underestimated. Over the years it has been found that these are very much appreciated by Information Service users, saving them considerable time and money in the initial stages of a research project or when deciding upon a topic for and beginning to develop a term paper, thesis, inservice education program or service delivery project.

Reporting Structure

According to Policy AC 35, Revision C, Centres and Institutes (revised July 6, 1992), the Administrative Officer (Dean) of each Centre must report annually to the Governing Committee by August 31 of each year. The University's Governing Committee for Centres is composed of the Vice-President, Academic and the Vice-President, Research.

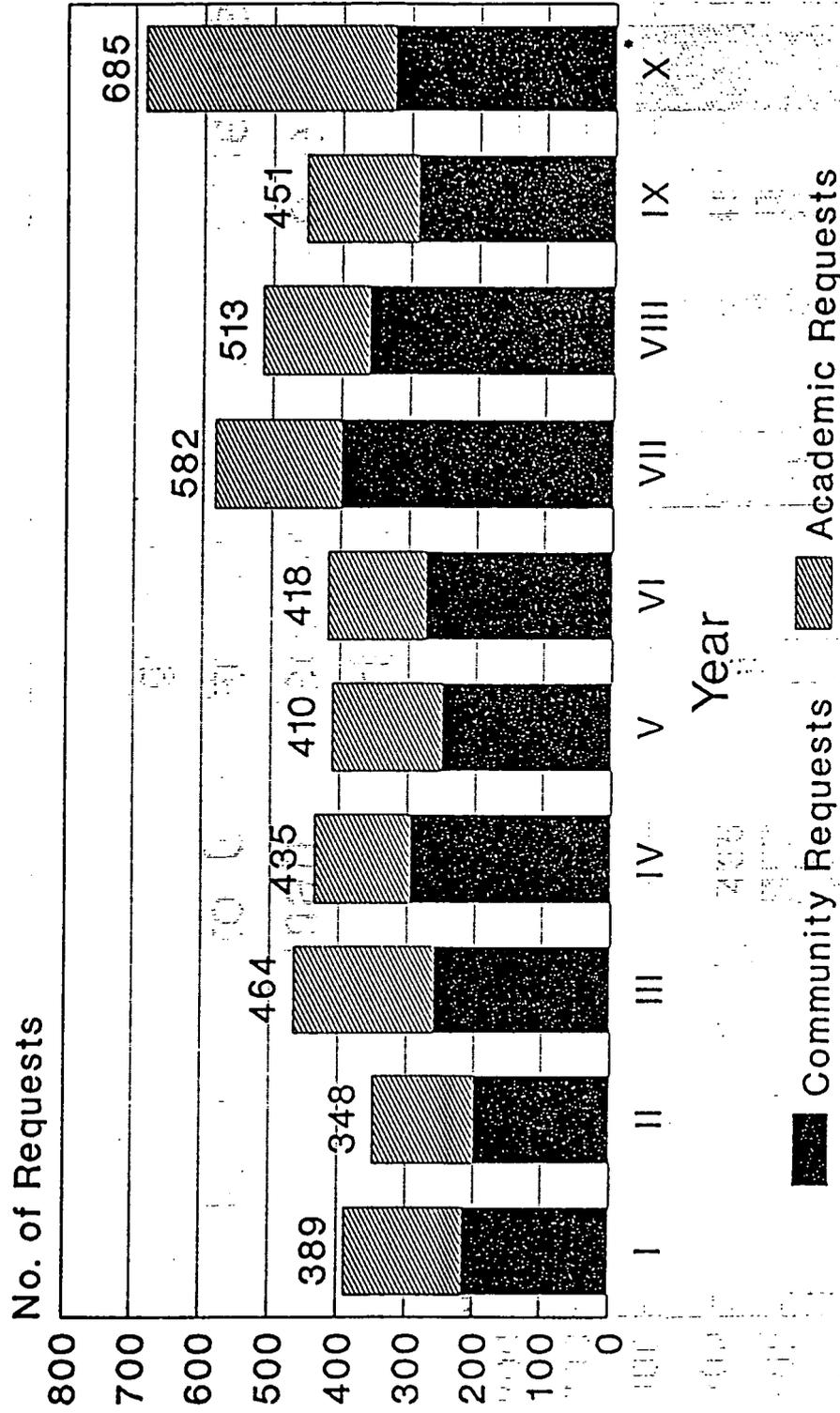
In each of the 10 years since the Centre was established, a detailed Annual Report has been prepared by the Centre Director. Traditionally, copies have been sent to the persons named in Policy AC 35, all members of the Gerontology Steering Committee, the President, Vice-President for Development, Dean of Continuing Studies, and to selected other Deans and Department heads. All Adjunct Professors and Associate Members, individuals in key government departments concerned with seniors, directors of selected community-based agencies, directors of other Canadian university-based Centres as well as our major donors also receive a copy for information and public relations purposes.

With respect to donors, we have a special relationship with the B.C. Real Estate Foundation. This relationship is one of collegiality and mutual respect. We consult with them and they consult with us on issues relating to seniors' housing. The "measure of budget accountability to donors" referred to in the external review report is somewhat of a misconception. This applies only to doing what we said we would do in the proposal submitted to the Real Estate Foundation. Specifically, this was to use the funds they contributed to support two Research Fellows in Environmental Gerontology, one of whom, ideally, would have a background in architecture or engineering. We also identified some specific duties these individuals would perform. One of these duties was to produce, semi-annually, a newsletter that would be of interest to the real estate industry; the other was to coordinate an annual conference on a housing-related theme.

Harbour Center Location

All indications are that we are seeing more faculty and more students since moving to Harbour Centre than when located on the Burnaby campus. As evidence of this, please see the attached Figure 2 from our most recent Annual Report. It shows that use of the Centre's library and information and consulting service was greater in the nine month period July 1, 1991 to March 31, 1992 than in any of the preceding nine years. Figure 2 also shows a changed user profile. While in prior years, faculty, staff and students from SFU and other educational institutions constituted approximately one third of those accessing the resources of the Centre, in the first nine months of

Figure 2
Requests to Gerontology Research Centre
for Information/Technical Assistance
Years I-X



* Due to a change in our year end (from June 30 to March 31), Year X figures are for two semesters only.

Year X they accounted for 52.3% of users. The increased utilization of our resources reflects three factors:

- continued growth in the Centre's reputation as a source of expertise concerning aging and the aged, particularly within the academic community;
- improvements in our library and information service; and especially
- the accessibility and visibility of our new quarters in Harbour Centre.

We also do not foresee problems with respect to library holdings, since key journals and books are maintained on both campuses. The recommendation to institute a seed grants program as a means of encouraging gerontology research on both campuses has been considered. Implementation is unlikely given that such a program was offered in Years III through VII with limited success. It is also precluded, at least for the immediate future, by lack of finances. As an alternative, we will continue to promote the Canadian Association on Gerontology's Student Awards Program as well as draw other potential sources of research funding to the attention of students and faculty.

b) Gerontology Diploma Program

One weakness identified, with which we certainly concur, is the less than desirable level of advising we are able to provide to students. With only a 0.5 FTE Program Assistant and, through most of its history, a faculty administrative staff of only 0.5 FTE, it is simply not possible to provide the level of career counselling and academic advising that many of our students desire and require. One result of the dearth of support staff is that some full-time students have had to spend one or even two more semesters at SFU than they had planned.

This occurred in the early years of the program because of a shortage of optional courses. However, as shown in the Table 1 below, since Year III from 13 to 18 courses with a focus on aging have been offered annually. From Year IV forward, two required courses (GERO 300 and PSYC 357) and one optional course (CRIM 411) have been available year round by distance education. Two more courses (GERO 301 and GERO 404) will be available by distance in 93-1. Additionally, since the establishment of the Diploma program students have been able to take for optional credit several non-gerontology, practice or research-relevant courses, such as PSYC 306 - Psychological Assessment Procedures, PSYC 301 - Intermediate Research Methods and Data Analysis or SA 355 - Social Research II, GEOG 382- Population Geography and GEOG 386 - Medical Geography.

TABLE 1

Number of Gerontology Courses Offered at SFU, by Year and total enrollment.

<u>Year</u>	<u>No. of courses</u>	<u>Total enrollment</u>
1	7	160
2	9	398
3	14	417
4	16	622
5	17	722
6	16	877
7	15	794
8	18	941
9	13	944
10*	16	867

* Due to a change in our year end (from June 30 to March 31), Year X figures are for two semesters only.

Given the number of courses available, it seems plausible that delays in graduating have occurred because students were not sufficiently informed as to when the optional courses would be offered and/or because the Program Assistant had insufficient time to consult with other departments about course scheduling. As a result electives have been offered at the same time as required courses and/or at inconvenient times and locations.

Students' complaints about having to find their own practicum sites are another reflection of our shortage of support staff. It should be noted, however, that in requiring them to do so, they are exposed to more settings providing service to older persons than might otherwise be the case and gain valuable experience for future job-seeking. Of greater concern to us is the lack of staff to oversee the quality of the practicum experience and ensure that students get out of it what they should.

The reviewers' observation that the Program relies too heavily on sessionals is yet another point with which we concur. While we are grateful for the 3 stipends that have been provided annually by the Faculty of Arts and the 2-3 per year afforded us by Continuing Studies, their value is limited in several ways. Firstly, given financial constraints, their availability is not assured, making program planning difficult. Secondly, while the individuals who teach stipend-funded courses enrich the Program by virtue of the breadth of disciplines they represent and/or by their day-to-day hands-on experience with the topics they teach, they generally are on campus only during the time their class is taught. Students, therefore, cannot benefit from extended contact with them nor can other faculty or Centre researchers.

In terms of addressing these weaknesses it should be noted that the urgent need to increase the Program Assistant position from half to full-time was communicated to Dr. Brown on numerous occasions over the past several years and in a written request to Dr. Alderson in July, 1992. The need to replace sessionals with CFLs has been dealt with by increasing the number of new faculty requested in our proposal to establish a Master's Program (from 2 to 3 for start-up). This strategy, it should be noted, was adopted on the strong recommendation of the Gerontology Steering

Committee as well as those of Drs. Brown and Alderson, and is based on the premise that it is advantageous that faculty teach at both the graduate and Diploma level.

Students' interest in management courses is also being addressed via the Master's Program proposal. One of the concentrations is in Administration of Services to Older Adults.

We have no plans, on the other hand, to institute comprehensive examinations as a means of reducing the number of courses required for the Diploma. As the reviewers themselves note, 30 credit hours is standard for diplomas at SFU. As concerns the redundancy issue, students who have taken Diploma program courses or their equivalent prior to enrolling in the Diploma program are neither expected nor permitted to repeat these. Rather, they may take additional optional courses to fulfil their Diploma requirements.

With respect to other recommendations concerning the Diploma program:

- The content of KIN 461 - Physiological Aspects of Aging is under review. It appears, however, from cursory examination of the course notes given to students, that it is not unduly weighted with material on cell biology. Rather, it covers material contained in standard textbooks on the physiology of aging, addressed as in these texts, on a system by system basis (eg. vision, hearing, respiratory system, muscular system).
- Although Adjunct Faculty are routinely invited to Centre-sponsored inservice programs, workshops and conferences and consulted on a one-to-one basis with respect to issues that relate to their area of expertise, it is recognized that opportunities for collegial interaction and for group in-put into the Program have been less than optimal. In the up-coming year, as recommended in the external review report, plans are to schedule one meeting per semester with the full complement of Adjunct Faculty and members of the Program's Curriculum Committee. The first of these meetings will take place on September 15.

A minor point should be clarified with respect to the composition of the Curriculum Committee. As shown in the attached Figure 4 from the Annual Report it is, as the reviewers note, comprised of members of the Steering Committee but only those who teach Diploma program courses.

Revival of the seminar series, recommended by the external reviewers as another vehicle for collegial interaction, is also being considered. It should be noted, however, that the decision to discontinue it was based on low attendance. Several factors contributed to this. First, the vast majority of Diploma students work full time and attend classes at night while most Adjunct Professors hold full-time positions and teach in the Program at night. Secondly, for the past four years the Centre has sponsored two major conferences per year - in the Fall, the John K. Freisen Lecture Series and in the Spring, a housing conference. In between, at least one workshop is generally sponsored or co-sponsored. Given students' generally high attendance at these events and the involvement of Adjunct and other faculty as speakers or chairpersons, the seminar series may well be redundant. In any event, if the series were to be revived, the logical time to do so would be after a Master's program is in place, perhaps as the graduate seminar series recommended by Drs. Birren and Martin Matthews.

GERONTOLOGY RESEARCH CENTRE

GERONTOLOGY DIPLOMA PROGRAM

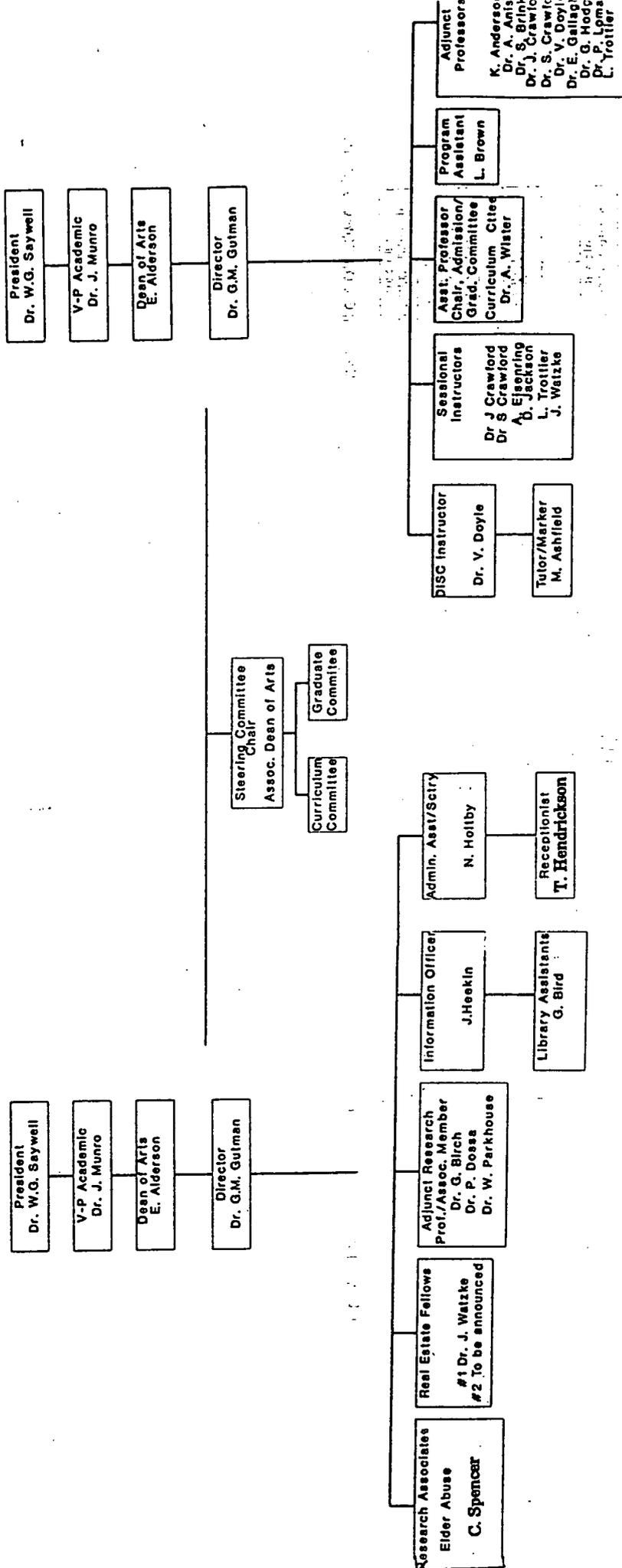


Figure 4: Organization Chart - Year XI
Gerontology at Simon Fraser University

c) The Proposed M.A. in Gerontology

As indicated in the proposal to establish the Diploma Program, since 1981 the Gerontology Steering Committee has recognized a need for a Master's Program, one concentration of which would be in the area of Administration of Services to Older Adults.

In 1986 a preliminary proposal was prepared by the Diploma Program Director and presented to the Steering Committee. However, due to competing demands of the Program and Centre, she was unable to develop it further. In 1989, in response to repeated student demand, the Dean Of Arts allocated \$5000 to hire an individual to assist with proposal development. Unfortunately, he lacked the necessary expertise to satisfactorily complete the task. It was not until 1991, that the necessary critical mass was in place within the Centre and Program for full scale proposal development to take place.

Over the past year and a half, and especially since Dr. Wister's arrival at SFU in September, 1991, we have devoted a great deal of time and effort to the task. On November 6, 1991 our efforts were rewarded by gaining SCAP's approval of our Abbreviated Proposal. On March 30, 1992 a full proposal was submitted to the Graduate Committee of the Faculty of Arts. However, movement through the Faculty of Arts has been delayed pending the response of Drs. Birren and Martin Matthews who were asked to examine it as part of their review of the Centre and Program.

At the outset of the section of their report dealing with the Master's Program, Drs. Birren and Martin Matthews point out the dearth of opportunities for graduate study in Gerontology in Canada. In fact, it is even more extreme than they indicate. Currently, only one English language university offers a formal degree program - the University of Waterloo. The only other formal program offered in Canada is at the University of Sherbrooke where instruction is in French. Drs. Birren and Martin Matthews also note that SFU has a knowledgeable and scholarly group of faculty to support the proposed foci of our program.

Their concerns about the proposal are focussed in five areas. First and foremost, although they acknowledge that the program as presented to them (three concentrations to commence simultaneously; 15 students per concentration) could be initiated with existing resources plus the two new CFL's, half time practicum supervisor, half time program assistant, and the three sessionals that we initially requested, such a staffing complement is the bare minimum. Second, they note that while the proposed concentration in Aging and the Built Environment is well supported by existing Centre and Program core staff, its reputation and resources are yet to be developed in the other two proposed concentrations: Health Promotion and Aging and Administration of Services for Older Adults. In the context of this discussion, they also question the wisdom of dividing the new CFL appointment targeted for the Administration concentration between two half-time individuals. Grounds are that such an arrangement will contribute less than is desirable to the critical mass required for the program. The reviewers' third major concern revolves around enrolment predictions and is clearly founded on a misperception of what was being proposed. Concerns four and five, respectively, relate to the number of courses/credit hours and pre-requisites proposed which, the reviewers feel, are excessive.

In responding to these concerns, it is necessary to begin with number 3 because it has implications for the other concerns.

Enrolment Predictions

The reviewers' interpretation of the section of the proposal concerned with enrolment predictions was that 15 students per year would be admitted to each of the three concentrations. In fact, what was being proposed was that a maximum of 5 students per year would be admitted to each, with a maximum of 15 per concentration being maintained at any point in time. As shown on page 16 of the attached copy of the proposal, this projection has since been scaled down to a maximum of 10 per concentration.

Existing and Projected Resources

We are pleased with the recognition that the reviewers have afforded the Centre and Program with respect to reputation and resources in the Aging and Built Environment area. We feel however, that resources have been underestimated in the other two sub-fields, particularly the Health Promotion and Aging area, in which Drs. Gutman and Wister, three of the Adjunct Professors who teach in the Diploma Program, and others on the campus have been working for some years. Evidence of this is provided in the curriculum vitae included in Appendix X of the proposal. For example, Dr. Gutman's c.v. shows publications on health promotion and aging dating back to 1984. Her most recent peer-reviewed publication as well as Dr. Wister's is in this area. Not included in the earlier draft of the M.A. proposal provided to the reviewers, Drs. Wister and Gutman are the SFU principal and co-investigator, respectively, on a proposal submitted to NHRDP/SSHRC to establish a B.C. Consortium for Health Promotion Research. This is a collaborative endeavor of the University of British Columbia, the University of Victoria and SFU to become one of five centres of excellence in health promotion research. The Consortium's letter of intent was one of 15 selected from 53 to go on to the next phase of the competition. If the proposal is funded (\$120,000 for each of five years), there will be support for a full-time Research Associate in Health Promotion who will be housed at the Gerontology Research Centre.

Also not reflected in the earlier draft of the proposal was the recent appointment (July 15, 1992) of Charmaine Spencer, LL.M. to the position of Centre Research Associate. Ms. Spencer's expertise in the area of elder abuse and guardianship legislation augments other resources in the Administration of Services for Older Adults stream documented on page 20 of the current version of the proposal.

Credit Hours and Pre-requisites

While the number of courses originally proposed (6) is well within the guidelines of the Association for Gerontology in Higher Education, in light of the concerns expressed by Drs. Birren and Martin Matthews (and faculty at the University of Victoria) course requirements have been reduced to five for students choosing the thesis option. The number of courses is seven for students choosing the non-thesis option (see pages 7 and 8 of the proposal), in keeping with Drs. Birren and Martin Matthews' recommendation that there be a two course differential between the thesis and non-thesis options.

No change however, has been made to the length of the internship nor to the pre-admission requirements. A one - semester internship, during which information and

data appropriate for the thesis or project may be collected, in our opinion, is not excessive. Although the pre-requisites may appear to be demanding, they are equivalent to the qualifying year usually required in traditional departments for students who do not have a major in the discipline selected for graduate study.

10 Year Phase-in Plan

Drs. Birren and Martin Matthews maintain that each of the three proposed concentrations must have at least 3.0 FTE faculty in order to provide appropriate levels of graduate teaching and supervision. While we strongly support this recommendation we also are very cognizant of the current economic climate. A 10-year phase in plan is therefore proposed.

As outlined on pages 21 and 22 of the revised Master's Program proposal, in stage 1 (corresponding to Years 1 and 2 of the Master's Program) only the Aging and Built Environment and the Health Promotion and Aging concentrations will be offered. The Administration of Services for Older Adults concentration will commence in Year 3.

In accordance with the recommendations of the external reviewers, the following resources are required to initiate a high quality program in Stage 1 of the Phase-In Plan as well as meet the requirements of the existing Diploma Program, which now relies heavily on sessional instructors.

- 3 new FTE faculty positions
- 1/2 time internship coordinator
- 1/2 time Program Assistant

Two of the new faculty positions will be in the health promotion area; the other will have expertise in the environment and aging area. All will teach in both the Master's and the Diploma Program.

Two new FTE faculty positions will be added in Stage 2 (corresponding to Years 3-5). Both will be filled by persons with expertise in the Administration of Services for Older Adult, one specialized in Management and the other in Information Systems.

An additional 2.5 FTE positions will be added by the end of Phase 3 (corresponding to Years 6-10).

In filling the positions outlined above, consistent with the predominance of females in both the client population and in the workforce that serves them, given equal qualifications, preference will be given to female candidates.

d) The Integration of Activities

The final area covered in the external review concerned integration of activities. The reviewers were invited to comment on two topics: the adequacy of library and computing resources and the linkage between the Gerontology Diploma Program and the Gerontology Research Centre.

Library and Computing Resources

The reviewers share our view that library holdings are adequate. We are awaiting formal evaluation by the library of the collection's ability to support the proposed Master's program.

Computing resources currently are adequate. Those needed to initiate the Master's program represent a one-time only cash outlay estimated at \$11,500.

Linkage Between Program and Centre

The reviewers' recommendation that administrative responsibility be shared between an overall director and associate directors for research, education and training, and community relations is a model we strongly support. The need for sharing of responsibility, particularly with respect to the teaching program was, in fact, the rationale for requesting, in a letter to Dr. Brown dated January 3, 1991, that Dr. Wister's appointment with Gerontology be full-time rather than half-time, as had originally been the plan. Since arriving, Dr. Wister has assumed all of the roles and responsibilities described in the letter to Dr. Brown except one. These include:

- chairing the Diploma Program Curriculum Committee which is responsible for initiating and overseeing the development of new courses (campus and DISC), monitoring existing courses and doing course scheduling;
- chairing the Admissions Committee which vets all Program applications;
- assuming primary responsibility for drafting the Master's Program proposal;
- chairing the Graduate Committee (this role involves meeting with/advising new students wishing to do graduate work in Gerontology via Special Arrangements or wishing information about the proposed Master's program);
- liaising with the Gerontology Program Alumni Association;
- representing the Program on committees concerned with education of persons working with the aged;
- serving on other local, provincial and national committees concerned with teaching/research about aging and the aged.

The one except was serving as Practicum Supervisor. It has become increasingly clear that needs in this area are over and above what Dr. Wister can reasonably be expected to do. The solution we suggest to problems identified by the reviewers with respect to the practicum component of the Diploma Program is two-fold: 1) an immediate increase in the Program Assistant position, non-contingent on the outcome of the Master's proposal and 2) combining the duties of the Practicum Supervisor with those of the Internship Coordinator when the Master's program is initiated.

While we would delight in appointing associate directors in the other two suggested areas, this is precluded at this time by lack of resources. The reviewers' recommendation that a member of the Steering Committee become Associate Director for Research on a course-release basis is not, in our opinion, a viable nor

desirable option. The function of the Steering Committee is to provide advice on policy matters. Its role does not extend to the day-to-day operation of the Centre. If an Associate Director for Research and/or Community Relations is to be appointed, he/she must be a full-time, permanent member of the Centre's staff.

e) Concluding remarks

In their concluding remarks, the reviewers commend the staff of the Gerontology Research Centre and Diploma Program for their dedication and efforts to date in meeting a societal need for teaching and research relating to aging and the aged. Concurrently, they underscore the university's minimal financial commitment to these endeavors and charge it to increase these so that the further growth and development that these units are poised to undertake may move forward.

Specifically, two types of financial support are needed:

a) replacement of that portion of the Centre's endowment fund interest which, commencing in 1993-94, is to be recapitalized; and

b) support for initiation of the proposed Master's Program.

Last year, exclusive of the Director's salary, endowment funds supported 81% of the Centre's operating costs. This year the proportion will increase to 88%. If recapitalization commences in 1993-94 at the projected rate of 35% and at 50% thereafter, the Centre cannot, without replacement of these funds, operate at its current level nor fulfil its obligation to donors.

Data presented in the proposal and the reviewers' comments indicate a local and national need for the Master's Program. This is underscored in letters of support contained in Appendix IV of the proposal. Evidence of strong student interest is provided in Appendix V.

While we realize that there are competing demands for the limited resources available to the university for establishing new positions and programs, on the basis of the above as well as our proven record, we urge that priority be given to Gerontology. A further argument towards expediting approval and implementation of the proposed Master's Program is that it responds to several key points articulated in the planning agenda of Simon Fraser University described in Challenge 2001: The President's Strategic Plan. Specifically, this development of the Program in Gerontology will support: 1) expansion of a nationally recognized cross-disciplinary program; 2) stimulate research in a growth field; 3) increase the number of graduate students; 4) recruit female graduate students; 5) attract high calibre graduate students to SFU; and 6) build the graduate curricula at the Harbour Centre campus and help to meet its enrolment targets. The proposed Master's Program is also consistent with the recent impetus to develop health-related curricula at Simon Fraser University.