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Brief to the Commission d'étude
sur la formation professionnelle et socio-culturelle des adultes

December 1980

I. GENERAL INFORMATION

- Background

McGill University is a well established institution of higher learning in Quebec. It was founded in 1821 "for the purpose of education and the advancement of learning". McGill then is dedicated to the development to the full of the intellectual capacity of society. McGill's growth was closely intertwined with that of Montreal as the University went about foreseeing and meeting the needs of a rapidly developing, pragmatic society.

The University's mission is carried out by means of 1) teaching students how to seek more knowledge, 2) preparing them to use the knowledge imparted them and be active contributors to the society in which they live, 3) expanding knowledge through research and 4) disseminating the results of these explorations. The education we give our students should prepare them for lifelong learning in that it attempts to improve their skills in acquiring more knowledge and to spur on their inquisitiveness. We expect all our graduates to continue to further their education and professional training throughout their life.

Students attending a university such as McGill are participating in a learning experience which involves the full commitment of individuals who are themselves lifelong learners. Torsten Husén, the author of The Learning Society, states in a recent article*:

"I can hardly think of any other group in society to which the principle of lifelong learning applies more adequately than to academics involved in advanced teaching and research. In essence, to be involved in research means that one constantly has to revise ideas and restructure models of reality and incessantly move into new intellectual territory. A university professor is never "fully prepared" or "competent". One has to prove oneself continuously. The most salient feature of the professorial role is that of a permanent student who is involved in continuous learning, not least from one's own students of whom the more able often are the initiators of new paradigms of thinking in the discipline."

The University then pursues standards which act as the ultimate goal for learning achievements in our society. This is particularly true of a university such as McGill which offers post-graduate degree programs at the Master and Ph.D. levels in practically all disciplines and which is strongly dedicated to research. It is at this level that the University is able to make a unique contribution to adult education. Furthermore, the high standards of excellence which the University has set for itself are likely to be reflected in the continuing education services it offers to the community.

* Torsten Husén, "A marriage to Higher Education", The Journal of Higher Education, November/December 1980, Volume 51, No. 6, pp. 616-649, p. 631.

The historic roots of continuing education activities run deep at McGill as has been shown in an essay commissioned by the Commission d'étude sur les universités, entitled "The History of McGill in relation to the social, economic and cultural aspects of Montreal and Quebec", by S.B. Frost.

"The 1853 Prospectus set out the new directions in which the rehabilitated McGill College should progress and it included among much else the following sentence: "As a further and important advantage peculiarly adapted to the wants of a large class in this community, a plan has been under consideration by which young men in business may attend the College sessions as their other engagements will allow and thus complete a University course and be entitled to rank with its other graduates". The following year, it was announced that the Principal and his colleagues would give a series of thirty popular lectures on the subjects of their university courses to the general public and in addition special lecturers were engaged, such as T.C. Keefer who was to speak on the highly fashionable topic of "Railway Engineering". In 1871, long before women were admitted to the ordinary programs of McGill, Dawson encouraged the founding of the Montreal Ladies' Educational Association which for many years organized a series of lectures in an agreed syllabus presenting "the Literary Scientific and Historical subjects for the higher education of women".

Thus at an early period, there were close links between the University and the city. This was increased by the involvement of many of the professors in the Montreal Natural History Society organized in 1827 before the University began teaching, this society provided the intellectually inclined Montrealers of the nineteenth century with a forum for scientific discussion and for many years served the purposes of a University Extension Department, until its responsibilities, together with its assets and records, were taken over by the University soon after the close of the First World War.

The programs of popular lectures continued somewhat sporadically until in 1923 the organization of a Department of Extension was proposed, to organize the University's efforts in this area on a more regular basis. This proposal was quickly implemented and the department has over the years developed into a major operation. It is now known as the Centre for Continuing Education"

- Mandate

As an educational institution well rooted in the society which it serves, the University sees its role as a very broad one.

1. It educates and trains future professionals, specialists, researchers and leaders by offering them a sound basis of general and more specialized knowledge and by developing their research skills or some specific skills which apply more directly to the practice of a particular profession. It does this by way of academic programs leading to undergraduate and graduate degrees.

2. It also meets the needs of practising professionals who must or wish to update their knowledge or further their training. These services take the form of special series of courses or lectures, seminars or structured programs. At McGill, various units assume this responsibility: The Centre

for Continuing Education, the Management Institute, the Extension Department of the Faculty of Agriculture, individual faculties (Law, Dentistry, Engineering, Education ...) and the Centre for Continuing Medical Education.

3. The University also offers programs and individual courses which are more specifically geared to the needs of people who can only study on a part-time basis, in the evening. Courses are of two types - general interest non-credit courses and courses leading to a degree, diploma or certificate. McGill's services to "non-traditional students" offered mainly through the Centre for Continuing Education have expanded dramatically over the past fifteen years and the Centre is constantly reviewing and remodelling its continuing education offering to meet the needs of its clientèle.

4. The University reaches out to communities within Quebec which would not normally have access to the university's resources. These off campus services are provided especially by the Faculty of Education and the Extension Department of the Faculty of Agriculture. McGill has been able to establish very close links with isolated populations.

5. The University publicizes and invites the public to many activities of a cultural type, concerts, plays, films, lectures, exhibitions, etc. The University also provides access to its libraries to professionals and some members of the community within the limits of current resources.

6. The University has a broader role still in continuing education in that it is a concentration of experts and educators who are actively involved in and interact closely with the community in which they live. Whether they are called upon as consultants, advisers, whether their opinions are sought for by the media, or whether the program in which they teach brings them and their students in direct contact with the community, those academics disseminate knowledge well beyond the walls of the classroom or laboratory.

Indeed, the University views itself as closely integrated in the community in which it lives and as permeating the lives of all who come into contact more or less directly with its activities. This becomes perhaps, more obvious when the University for example opens the doors of its departments to the public on the Open House weekend which is organized every three years in the Fall: Members of the teaching staff and students show both pride and enthusiasm in informing the community on teaching activities and research projects which are going on in their units.

The University's commitment to lifelong learning is shown not only in the research activities of its staff, in its teaching and training programs and its close interaction with the community, but also in the opportunities it provides its own staff members to further their studies. Sabbatic leaves allow academics to be freed from teaching duties in order to more actively pursue their line of research, update their knowledge or move to another field of study. Non academic staff members are offered a wide range of possibilities in order to broaden their education or further their professional training (see appendix J: Part of McGill's response to the Commission of Enquiry on Educational Leave and Productivity (1978-79)).

- Specific Objectives

1. The six categories of activities listed above are part of the University's mandate. They are sustained by the level of research and scholarship which characterizes a university such as McGill. When attempting to meet the continuing education needs of the community we are concerned about maintaining academic standards at a level which is appropriate for the university.
2. As an old English language university deeply rooted in a predominantly French-speaking part of Canada and in a city which is a crossroad of different cultures, McGill sees itself as a bridge between many communities, and as meeting the educational needs of Anglophones and Francophones alike as well as those of the many ethnic communities in Quebec. Through the composition of its staff and student body, McGill University reflects the pluralism of Quebec society and it takes pride in that it is a meeting ground for people of many diverse backgrounds.
3. McGill responds to adult education needs in many different ways. The individual involvement of many units in providing continuing education services shows that all parts of the University consider those services as an intrinsic part of their responsibility and that the philosophy of lifelong learning strongly permeates the activities of those units.

The decentralized nature of our continuing education services therefore is not something which the University should try to correct; it indeed truly reflects the University's strength. We have a very active Centre for Continuing Education at McGill, but its services do not cover all of the University's continuing education services as will be seen further in the report.

4. Universities should, within their means, strive to provide educational opportunities to the widest possible spectrum of students from all backgrounds and of all ages. In a fast changing world where adults may need to change their occupations or update their knowledge and training more often, universities must be conscious of these needs and make their services available to all candidates who have the intellectual capacity and motivation to benefit from their programs. Universities should however only be expected to provide the services which they are best qualified to offer.

II. REASONS FOR SUBMITTING A BRIEF

The University strongly believes in lifelong learning. It is also aware of the expertise and various other resources which it is able to put at the service of all members of the community who wish to take advantage of them. The University's location in the centre of a large city makes it a very attractive and convenient place for community members who are engaged in professional activities downtown and who wish to pursue further studies.

We think McGill is able to show that it answers continuing education needs in many different ways and that it can contribute some thoughts to the consultation on "la formation professionnelle et socio-culturelle des adultes".

We welcome the government's recognition of the need to encourage all members of society to develop their talents and aptitudes, update or further their education or professional training. We are pleased with the government's initiative to survey present offerings and needs in the field of continuing education, and we look forward to increasing our participation.

III. GENERAL PRINCIPLES AND CONTEXT IN WHICH THE INDIVIDUAL OR ORGANIZATION WORKS

In this report we have attempted to draw as complete a picture as possible of all our continuing education activities. As has already been suggested in the introductory section on our institution's mandate and objectives, their presentation will reflect the decentralized nature of our offerings. The University has a Senate Committee on Continuing Education which keeps abreast of all continuing education activities and ensures that McGill's efforts in continuing education are comprehensive and coherent. It formulates broad policies, submits recommendations to Senate, seeks and maintains liaison with individuals and groups in the community in order to identify and respond to the needs that should and can be met by the University. It obtains information on, reviews, co-ordinates and stimulates all continuing education activities throughout the University; it draws attention to the special needs of continuing education students. The Committee's elaborate proposal for the approval and recording of continuing education activities has recently been approved by the University.

In order that our brief may reflect the individuality, the operations and concerns of each unit involved in continuing education, we have chosen to answer the Commission's guideline-questionnaire in two stages:

- 1) by providing a general response of a comprehensive type covering the university as a whole,
- 2) by enclosing the complete responses of:
 - units whose specific role it is to provide continuing education such as
 - the Centre for Continuing Education which includes the Faculty of Management Continuing Education offerings Appendix A
 - the Centre for Continuing Medical Education Appendix B
 - the Management Institute Appendix C
 - the Extension Department of the Faculty of Agriculture at Macdonald College Appendix D
 - units which view it as part of their mission to provide further training to professionals: these include the School of Nursing, the Faculty of Dentistry, the School of Physical and Occupational Therapy, the Faculty of Engineering Appendix E
 - units which work in close cooperation with the Centre for Continuing Education such as
 - the School of Library Science Appendix F
 - the Faculty of Education Appendix G
 - The educational activities of The Alumnae Society of McGill University are also reported Appendix H
 - as well as the continuing education activities of The Faculty of Music Appendix I

The Continuing Education activities of other units are incorporated in this general document which attempts to follow the suggested guidelines as closely as possible. Accessibility to the university's traditional teaching programs will also be looked at from the point of view of continuing education needs.

Continuing Education offerings at McGill reflect the wide spectrum of disciplines and academic programs which it offers at the undergraduate and graduate levels to a traditionally younger population of mainly full-time students. Continuing Education is provided in all disciplines although it may take different forms: M.B.A. degree programs, certificates of proficiency in various languages, research seminars in Science yet no normally credited Science courses. School tradition, the nature of the discipline, resources available, perceived student demand combined have generally contributed to

determining the level at which teaching in the various disciplines should be made more readily accessible to continuing education clientèles. Those factors are regularly re-evaluated as the university community questions the adequacy of its offerings in relation to perceived needs and explores ways of improving and developing its services within the limits of available resources.

To answer the Commission's third question more directly: Being a university and being an institution which is characterized by a large number of well established professional schools or faculties (Medicine, Dentistry, Education, Law, Engineering, Agriculture, Management, Library Science, Social Work, etc.), McGill has continuing education responsibilities which encompass both the field of professional training and socio-cultural education. In many disciplines however, it is the motives and needs of students that will partly determine the "professional" or "socio-cultural" character of the Continuing Education activities in which they are involved.

IV. THE ORGANIZATION'S (CONTINUING EDUCATION) CLIENTS AND SERVICES OFFERED

McGill University is committed to extending educational services beyond its traditional degree programs to the widest possible constituency of people who are willing and able to undertake studies of the type, quality and educational standard maintained by the University.

The scope of McGill's academic activities would suggest that the University's continuing education students are of a broad variety of types:

1. Qualified practising professionals and researchers who need to keep in touch with developments in their field.

- Those may be qualified members of the legal profession attending regular courses in Law, without pursuing a degree programme, or the Meredith Memorial lectures which are organized annually for an audience consisting largely of members of the legal profession wishing to be brought up to date on legal developments of current interest. They may be scientists working in industry and attending regular research seminar series or special lectures in Physics, Chemistry or Parasitology or other disciplines; practising dentists who wish to maintain their knowledge of contemporary teaching by attending the Continuing Dental Education courses sponsored by the Faculty of Dentistry; business executives attending intensive concentrated courses or seminars in Management; physicians enrolled in continuing medical education courses; engineers attending advanced level seminar courses, etc.
- Those professionals are informed of those activities either by personally receiving a list of the proposed lectures and courses, or through announcements which are distributed to hospitals, local industrial firms or educational institutions. Professional corporations, such as the Order of Dentists of the Province of Quebec, which sponsor courses given at McGill may also facilitate publicity. If necessary, participants will normally register through the faculty, department or centre which offers these activities. Departmental seminars and special lectures will usually also be advertised through the McGill Reporter or the local newspapers.
- Participation of clients in the development of semi-formal continuing professional education activities via routine evaluation and suggestions is essential if such activities are to fill their purpose: to inform members of the profession on developments in their field or on the work being

carried out by colleagues. Staff responsible for offering more formal professional development courses or programs are usually well aware of new developments and requirements and are attuned to the needs of members of the profession through close contacts within the profession.

- Continuing Education for professionals is viewed by many as a need which will have to be given increased recognition and may lead to compulsory requirements on the part of professional corporations. It has been suggested that professional faculties should seriously begin developing their offerings in the form of refresher courses for practising professionals in anticipation of future requirements and needs. The question is still an open one. While nowadays, professional faculties are attracting increasing numbers of students anxious to prepare for themselves a secure future in an uncertain economic situation, available resources would not easily permit a radical increase of offerings to new clientèles. Moreover a recent study of education in seventeen professions conducted in the United States addresses the question of making further education a prerequisite for relicensing of professionals in some fields and suggests that there is no clear indication that continuing education makes professional performance better. ("Continuing Learning in the Professions" by Cyril O. Houle).

The continuing education activities offered by McGill's professional faculties appear to be meeting the needs of the large numbers of practising professionals who attend them. The University feels that it has a responsibility in providing those services and that its contribution in this area is of a high quality. The responses of the Centre for Continuing Medical Education (Appendix B), the Faculty of Education (Appendix G), the Management Institute (Appendix C) will inform the Commission on some of the professional development programs offered at McGill.

Information regarding the Continuing Education activities of the School of Nursing, the School of Physical and Occupational Therapy, the Faculty of Dentistry, the Faculty of Engineering has been summarized in Appendix E. Both the Faculty of Engineering and the Graduate School of Library Science (Appendix F) offer graduate courses in the evening which can be credited in Masters programs.

The Centre for Continuing Education offers various certificate programs which meet the professional retraining development needs of members of the community (see CCE response appended: Appendix A). The Centre's Professional Development Program also offers seminars and short courses to members of the professional corporations regulated by the Professional Code of Quebec such as chartered accountants, lawyers and engineers who wish to keep abreast of the most recent developments in their respective fields. The program is constantly updated in order to meet new developments.

2. Mature Full-Time, Part-Time and "Special" Students.

At McGill undergraduate programs have traditionally enrolled students who for the most part are in the 19-24 age group and have had uninterrupted schooling. McGill however also opens its doors to "non-traditional categories of students" so called "mature" students who may pursue studies on a full-time or part-time basis and so-called "special students" who are taking courses on an individual basis and not pursuing a degree program.

a) Mature Students in regular day programs

(Most of the information given below was presented in a recent study of McGill's "non-traditional" students, which was undertaken by the University Planning Office). The University has a mature student policy for admission into regular day programs whereby:

"Residents of Canada who will be 23 years of age or older by September 1 (for admission to the Fall Session) or January 1 (for admission to the Winter Session) and who lack the academic background normally required for admission may apply for entrance as mature students. An admissions policy for mature candidates is in effect in the Faculties of Agriculture, Arts, Education, Management, Nursing, Religious Studies, Science and Social Work. The Faculty of Music will consider applicants of 21 years of age or older for admission as mature students."*

This policy has remained unchanged since 1974. Mature applicants are interviewed before their admission and the Admissions Office staff is responsible for supervising their admission. Admissions officers try to determine whether the applicants' work experience, age and acquired knowledge are sufficient to offset the applicant's normally inadequate academic background. McGill has generally accepted between 60% and 70% of those who apply for mature student admission and of those accepted, between 73% and 90% have finally registered. Of the 810 mature students enrolled at McGill since September of 1974, 70% have been Arts students, 7% Science students, 3% Engineering students, 11% Education and 7% Management students and there have been very few mature Music students despite the lower age requirements.

In each session more than 55% of McGill's mature students have been women and this may be a reflection of the proportion of mature students who register in Arts. Women mature students have not tended to register in Engineering and there were on the whole considerably more men than women mature students in Science and Management. Those observations should not be surprising for they reflect fairly well the male/female distribution of regular students. The mean age of mature students have fluctuated between 28 and 31 and McGill's mature students do not seem to be getting any older or younger as the years progress.

The McGill Counselling Service did a study of our mature students based on a questionnaire completed by 161 mature students enrolled at McGill in the Fall 1979. This study focused on the impressions mature students had of McGill's programmes and concluded that, while mature students on the whole felt that academic concerns were more important to them than non-academic or "socially-oriented" concerns, financial problems and family responsibilities remained sources of considerable preoccupation. Mature students felt that more orientation programmes could be provided and women, in particular, stressed the need for additional day care facilities. It would seem that more adequate childcare facilities would enable a greater number of mature students to enter university. This problem will be discussed in the concluding section of our response.

*The Centre for Continuing Education has a distinct mature student admissions policy which is stated at the end of this section (p. 10)

McGill's mature students no doubt face many problems on their "return to school". The University does provide pre-registration seminars and special counselling services for in-course guidance. However, it could be argued that mature students should be encouraged to consider themselves one with the McGill student body and that special projects designed to further isolate them probably do more harm than good. In the Faculty of Arts, "mature students" are integrated quickly into the regular structures of undergraduate teaching, and their rate of success has been very satisfactory. Indeed their maturity proves to be a substantial replacement for incomplete studies at other levels. It has been remarked that in certain disciplines the presence of older students ought to be encouraged very strongly as they often add an experience and maturity to a class, which considerably enhances the quality of student participation.

It is true however that in order to pursue a degree programme in Arts, a mature student must be able and willing to set aside substantial parts of the working day. Since not all personal and vocational circumstances lend themselves to full-time or nearly full-time education in a reasonably traditional format, this can provide a formidable and very unfortunate hurdle for adults who wish to undertake university study at McGill.

b) Part-Time Students

Partly with the above stated concerns in view, several units within the University wish to develop a range of credit courses to be offered at night to both degree and non-degree students through the Centre for Continuing Education. For example, the courses thus offered by the Faculty of Arts at night should be sufficient in number and variety to make it possible for a person who works during the day to complete the first year of B.A. study at night, over the course of two or more years. While the need for this had been agreed in Faculty and the commitment to this programme has been firmly made, it has been most difficult to establish more than a small number of courses which should be available. There is some uncertainty as to the actual number of students who could use these courses, and the resulting necessity to teach these courses from within the existing limits of a declining budget has made this movement away from the traditional pattern of education harder than it might otherwise be. The Faculty of Arts currently offers three degree credit courses in the evening, through the Centre for Continuing Education, in the field of Classics, Literature, History and Drama, and Mythology. The Graduate School of Library Science (see Appendix F) is offering seven of its regular program courses in the evening in order to suit the needs of practising librarians and archivists. One degree credit course in Environmental Law and four courses in Religious Studies are also offered in the evening.

While a student may be allowed to pursue a degree program in Arts on a part-time basis over a relatively long number of years at McGill, this practice may be strongly discouraged in the Faculty of Science on the claim that the exigencies of the discipline do not make this feasible. Part-time undergraduate studies in professional disciplines such as Engineering, Architecture, not to mention Dentistry or Medicine, are difficult to pursue given the nature of the subjects.

McGill has few programs which are accessible to part-time students, but where those programs exist they have been very successful. McGill's Faculty of Management has been extremely successful in offering part-time night programmes jointly with the Management Department of the Centre for

Continuing Education and so has the Faculty of Education, as reported in appendix A and G. McGill's Faculty of Arts is indeed attracting some students who have been out of school for several years. McGill's part-time Science enrolment at the graduate and undergraduate levels has always been very small, and those students who do register part-time are probably on the whole regular students taking lighter loads. We have never had more than one or two part-time women Science students over 30 and we are obviously not attracting older part-time students in the Sciences. The small part-time enrolments in Science and even in Arts can be largely explained by the absence of night courses.

The University is presently considering the idea that night courses, 30 credit certificates and special retraining programmes in the Sciences would encourage more students to enrol part-time at McGill in Arts and Science. Thirty credit certificates would address the needs of students who may be deterred by the length of a regular degree program but who wish that a smaller number of courses to which they can more easily commit themselves could bear some recognition in the form of a structured and identifiable program, centered on a particular theme or discipline.

Given the current state of decreasing budgets, the University feels that it should use great caution when considering implementation of such proposals. It should carefully select the courses to be offered at night, the topic and structure of the proposed certificates, assess the resources required and determine whether potential student demand warrants any additional cost incurred. Should there be a danger that shifting courses to evenings or weekends for the purpose of extending our service to the community cause us to lose regular students, courses could be offered in the evening on a rotating basis. Those proposals are currently being considered. Financial costs and the need to maintain high academic standards in regular courses offered in the evening are our main concerns.

It has also been suggested that changing the mature student requirements in the Faculties of Arts and Science to those currently in operation in the Centre for Continuing Education may help increase the number of mature students who have access to our regular programs. Admissions requirements for the Centre for Continuing Education are as follows:

- i) Students must hold a CEGEP diploma (DEC or equivalent)
- or ii) Students 21 years of age and over who do not have the normal academic background for admission may be admitted as mature students.
- or iii) Students under 21 years of age and 18 or over who do not have a CEGEP diploma may be accepted into a qualifying program to be determined by the department. Formal admission to the certificate program will normally follow upon satisfactory completion of the qualifying program.

Note: Students below 18 years of age without a CEGEP diploma (DEC) will not be admitted to a certificate program.

c) Evening Students

The Centre for Continuing Education is responsible for administering many individual courses and programs offered primarily in the evening. Its response is appended (Appendix A). As part of the University's mission of

service to the community, the Centre's role is to provide University resources to adult learners within the community who wish to pursue personal and career development through programs, courses, seminars and workshops. It is recognized that the great majority of the Centre's students have full-time employment and therefore the programs are designed to meet the needs of part-time students and the various activities are offered primarily in the evenings and on week-ends.

Given that there are many other institutions in the community providing educational services, the Centre's activities should be at university level with the exception of those where (a) there is a need in the community, (b) that need is not being met adequately or at all by other sources, and (c) the University is an appropriate source of those services.

On-campus courses for community members are also provided by the Extension Department of the Faculty of Agriculture (see Appendix D).

The courses offered by the McGill Conservatory to adults are reported under Appendix I. The Alumnae Society of McGill University has seen itself as a catalyst in initiating projects with the hope that the University will assume responsibility for them where possible. Awareness of the community's needs and responsibility for responding to them have been high on the priority list of the McGill Alumnae Society since its inception in 1889. The Alumnae Society has been an active participant on the various committees which have worked over the years to develop a viable role for the Centre for Continuing Education within the University structure. Its response is appended. (see Appendix H)

d) Special Students

Two years ago it was brought to the University's attention that some members of the community may not be able to take advantage of evening classes but would be free during the day to attend regular courses (ie, mothers who do not hold jobs outside the home). It was suggested that a special policy should be set up enabling such persons to take courses without registering in a degree program. As a result, departments in essentially non-professional faculties agreed to make certain general interest courses available to members of the community who are not registered in a degree program, but who will pay fees and complete course requirements. The number of continuing education students who are taking advantage of this special policy is not known, but these students' interest in the suggested 30 credit certificate programs could well be expected.

e) Off Campus Students

Both the Extension Department of the Faculty of Agriculture, and the Faculty of Education in collaboration with the Centre for Continuing Education are currently involved in providing educational services to people without daily access to the University.

As explained in the response submitted by the Agriculture Extension Department (Appendix D), the off-campus courses are organized through farm groups and associations, regional schools and community groups and most often taught by professors of Macdonald College who goes out to the community.

The Faculty of Education, through the Centre for Continuing Education, offers off-campus courses in the B.Ed. and a number of certificate programs. Appendix Ga entitled "Faculty of Education and Centre for Continuing Education; Off-Campus Courses, 1977-78" shows the scope and impact of McGill's off-campus Continuing Education activities in the field of Education.

In addition to the presentation in 1977 of the course "Teaching English as a Second Language - Secondary School" on cable television, a successful course in Canadian Poetry for teachers and others in the Arctic was mounted by the Faculty of Arts. Further possibilities will be discussed in the section titled "Special Projects".

f) Community members attending the University's publicized cultural events.

The University welcomes the public to a host of cultural events which includes annual lecture series, films, plays, concerts, exhibitions, triennial Open House weekends, etc. Renowned speakers are invited to address Annual Beatty Memorial Lectures, Cummings lectures, Birks lectures, McDonald Currie lectures. Other special lecture series and symposiums are organized and publicized in local newspapers.

The Political Science Association, various student associations or departmental units, the Chaplaincy Services, the Student Christian movement also sponsor lectures, forums on current concerns, visits of illustrious speakers, while ethnic student associations will organize cultural events of interest to all and particularly to local ethnic groups. The German Department collaborates with the Goethe Institute in sponsoring lectures, plays and concerts. The McGill Film Society invites the community to film showings at a very reasonable cost, while the McGill Players or the Savoy Society perform before a wide community audience.

McGill's Pollack Concert Hall is now firmly established with the general Montreal concert public. The Faculty of Music presents each year 300 concerts; further information about the activities of the Faculty of Music are reported under Appendix I.

Over twenty thousand people were reported to have attended this Fall's Open House weekend. Amongst numerous other activities, they were shown the highlights of the Chemistry-mini-lab presented this past summer in the UNESCO Pavilion at Terre des Hommes; they were given a slide presentation on McGill's computers, descriptions of the principle behind artificial cells; they were invited to try their hand at learning any of the languages taught at McGill by listening to and making tape recordings, etc. If tours of labs, demonstrations, exhibitions, film and slide showings, debates, lectures were aimed at informing the public on many teaching and research activities which go on at the University, they no doubt broadened the knowledge and perspective of many members of the public who are not in daily contact with the university world or even of university employed staff who are not necessarily aware of the many activities offered in this institution. We think such events as Open House definitely have a role in Continuing Education.

Access to Library resources plays an essential role in learning. Continuing education students at McGill have full access to McGill University Libraries. The main libraries are open for study till late in the evening and on weekends, thus enabling working students to take full advantage of them. In addition, most of the professional area libraries such as the Law Library or the Medical library act as a tremendous resource to professionals who have access to them without being charged a fee.

McGill's libraries also make their resources available through reciprocal agreements with Quebec and Ontario universities for faculty and students at graduate level, through company memberships and through inter-library loans to government agencies. Members of the community who are outsiders to the University and non-McGill graduates may obtain personal membership by payment of a fee after having been asked to specify the kind of material they are looking for and to state their reasons for seeking a membership. This procedure is required for making sure 1) that the university's resources are able to meet the needs of those community members, 2) that there exists no other way whereby their needs could be better met in the community. University students and staff will have first call on holdings. Library staff and resources are strained: without increased resources the university therefore cannot increase public access to its libraries. It may be noted that the public may use reference files, and material and study facilities on the first floor of the McLennan and Redpath libraries without having to hold a special card or a library membership.

McGill's museums also represent an important resource within the context of a broader understanding of continuing education. Provincial funding regulations allow for financial support of museums for their use as teaching and research units but do not permit public access to them. Thus, Redpath Museum was closed to the public several years ago since available resources are not sufficient to cover the additional expenses that public access would incur. In the McCord Museum which is administered by a corporation, McGill owns extremely valuable collections pertaining to the social history of Quebec and Canada. It is one of the most highly regarded museums of Canadiana in the country. The public has free access to the museum. The museums' role in a learning society should be given appropriate recognition.

The Morgan Arboretum at Macdonald College in Ste. Anne de Bellevue and the McGill Gault Estate at Mont St. Hilaire are other valuable resources which the University opens to the public. International recognition of the ecological worth of the 2700 acre tract at Mont St. Hilaire culminated in August 1978 in its formal recognition as Canada's first Biosphere Reserve by the Bureau of the International Coordinating Council for the UNESCO Program on Man and the Biosphere (MAB). The Gault Estate became the 144th Biosphere Reserve in a growing worldwide network of protected areas "dedicated to "in situ" ecosystem conservation, integrated ecological research, and environmental training activities".

The role of such resources in educating the public must not be underestimated.

V. EDUCATIONAL APPROACH

The foregoing broad section, on clients and services offered, implied a broad variety of educational models: from mainly traditional classroom activities and lectures to televised courses and workshops, and more informal forms of continuing education.

In formal classroom teaching, it is assumed that teachers adjust their attitudes or the presentation of their material to the level of maturity of the class.

- Could the presence of older students in a regular undergraduate class then raise concerns about the difficulty of addressing a very heterogeneous set of students with respect to attitude, learning habits, background or motives?
- In certain disciplines, mainly in the Social Sciences, it has been noted however, that older students through their experience and maturity enhance the quality of class participation.

Were the University to substantially increase its adult student enrolment in its regular undergraduate programs, teaching methods may need some adjustment, and changes in attitudes may be required. When returning to school, older students should nevertheless be prepared to have to adapt to their position as learners and mix daily with younger students with less maturity and experience than they themselves.

It may be interesting to note that a new program proposal leading to a M.Ed. degree in Adult Education has recently been submitted by the Faculty of Education. The reasons for proposing the program are that:

1. Adult education is both a field of social practice and an identifiable body of knowledge dependent, in part, on the findings of many disciplines. Rapid expansion over the past decade of both of these components of adult education has created a need for professional leaders who should be educated in a program of higher studies distinct from those already undertaken by the Faculty of Education.
2. Evidence of the growth of adult education over the past decade is seen in the occupational and vocational demands of a rapidly-changing industrial society - for example, the emergence and potential impact of paid educational leave as an issue in collective bargaining. The articulation of such special group interests and the multiplication of the numbers of social agencies involved in some form of adult education (i.e., the expanding role of CEGEPs and other kinds of colleges in continuing education) have jointly created a growing need for professional leaders in the field.
3. Professional leadership in adult education has two main roles - an instructional role and an administrative role. A recent survey of a representative sample of leaders of adult education in the Montreal region indicated the belief that a graduate program is necessary to promote learning and to develop skills in both of the areas of instruction and management.

The Program aims basically at:

1. Providing a preparation in the foundations of adult education sufficient to assist the student in the process of policy formulation.
2. Increasing professional competence in the organization and management of adult education systems.
3. Developing the ability to plan, sequence, implement and evaluate learning experiences for adults based on principles of program planning, self-directed learning, and instructional design.

VI. FINANCING

Continuing Education Activities are of three kinds:

- activities supported by government grant:

The majority of our part-time programs are jointly administered by the Centre for Continuing Education and the Faculty of Education or the Faculty of Management. The Centre for Continuing Education also offers courses in

Liberal Arts, Languages and Professional Development but few of all the activities are eligible for granting purposes. Those that are not are self-financing. It is now questionable whether it would be too costly to continue increasing the number of students in grant supported programs because of the marginal financing factor and the delay in receiving the finances.

- self supporting activities:

These include all those activities which are not part of our grant submission and for which student fees cover all expenses, such as those of the Management Institute, one third of the activities of the Centre for Continuing Education, those of the Centre for Continuing Medical Education not sponsored by Pharmaceutical Companies, etc.

- other less formal continuing education activities:

Most of those activities are offered out of the University's own resources, and are made available to the public free of charge except for plays, complete operas and certain performances for which an entrance fee is charged.

Some potential development of our continuing education offerings or any attempt to make our service more readily accessible to continuing education clientèles requires an outlay of capital and ongoing financial support which is not easy to find in our current financial situation. The return for it in terms of student numbers may not warrant the additional expenses incurred. Although our first concern is to make our services available to the largest number of students able to benefit from them, we are not in a position where we can easily overlook budgetary constraints and their impact on the quality of our teaching and research.

VII. SPECIFIC PROJECTS

- developing a range of credit courses to be offered at night to both degree and non-degree students, as suggested in our section on part-time students.

What is required, in response to a specific plan of action, is the provision of funds earmarked for this purpose alone, made available to cover the cost of developing these courses (to the extent that existing curricula might need modification) and putting them in place, for a period of five years.

- off-campus offerings:

A related project, which might reach both adults and "traditional" students involves the provision of entering year courses to remote communities, where the anglophone population warrants, partly via videotape and satellite, and perhaps with the cooperation of local CEGEPs. For example, the Faculty of Arts was able to mount one rather successful course in Canadian poetry for teachers and others in the arctic, and the production of other videotaped courses is quite imaginable, if sufficient population for them were available. It might be argued that this is the province of Télé-université, but that should be no bar to a cooperative venture between Télé-université and McGill in this area, especially when McGill already has excellent facilities for the production of videotaped course material. Again some funding would be required, again spread over a five year period; but if the courses were successful, it would be possible for the funding agency to recapture at least part of its outlay. It should be noted that this initiative, properly done, would require the development of a programme to bring students from outlying areas to the university, either for their final two years or, in a more elaborately conceived scheme, for summers at least.

For both schemes, the outlay should not amount to more than \$200,000 p.a. In thinking about a source of funds, it is possible to wonder whether corporations very active in Quebec might not be interested in the partial support of educational projects which would affect populations in their geographic areas - Alcan in Arvida, for example - and would provide the corporation with a certain amount of visibility along lines similar to those provided by corporate grants in support of PBS programmes in the United States. Indeed, it might be worth considering something like a "Foundation for Public Higher Education", funded partly by government and partly by corporations which would be given suitable credit for their participation. Such a foundation could readily gain access to satellite communications systems controlled by the federal government and, using the expertise and facilities of colleges, universities and other agencies, mount a considerable educational programme of a quite untraditional kind.

A study has been undertaken to determine the development of off-campus courses on the basis of community needs and ways by which the University is currently meeting or could meet those needs.

- the structuring of 30 credit certificates to meet the needs of students who cannot commit themselves to a full length degree program, as explained in our section of part-time students, page 10.
- day care facilities:
Increased day-care facilities would no doubt also help McGill to attract more part-time students but the costs and benefits would have to be carefully examined. There are certain governmental regulations which would make an expansion of our present facilities difficult. There is a long waiting list for those facilities however and if McGill were able to make a small initial outlay of capital it would not encounter difficulties filling places in a new Day-Care Centre. In the present financial situation, however, that initial outlay may be impossible to find. The new Ministre de l'Education, Monsieur Camille Laurin has recently and publicly stressed the need for expanding day care facilities in the schools. We would hope that special funding be made available for that purpose.

VIII. CONCLUSIONS AND RECOMMENDATIONS

McGill's fairly conservative and traditional approach to what is commonly perceived as continuing education (part-time students at night) can be misleading, for the University - as we have attempted to show - provides a wealth of continuing education activities which cover most fields represented at McGill.

If McGill University is finding it difficult to offer regular degree courses and programs at night for example, this is due mainly to uncertainty about student demand, to lack of flexibility in the university's resources and to its concern about the need to maintain high university standards in its new offerings as well as excellence in its well established programs.

McGill's degree of involvement in higher learning, professional training and research, could prove to show that the university is literally a University of Continuing Education in that one of its major responsibilities is to serve those who have lifelong educational involvement.

Access to the university's educational programs should certainly be facilitated provided this does not cause academic standards to suffer, and provided additional funding is made available in order to cover additional expenses

incurred in the development of evening or part-time offerings.

"What do these accomplished adults want from higher education? I do not believe that, on the whole, they are seeking an amusement park ride. I think, for example, of a New York Times article featuring a retired grandfather who decided to earn a college degree after a prosperous career in business. He selected one of the most demanding programs available, because, as he told the reporter, "I did not want a school that offered the educational equivalent of baby food -- mashed, strained, predigested courses specially designed for 'mature' students...I wanted to be taught, marked, judged by the same standards applicable to all new college students. I wanted to be bound by the same requirements and discipline."

from "Lifelong Learning: Scandal of the Next Decade?"
by John C. Sawhill, Change, December-January 1978-79, p.7.

As a conclusion we would like to summarize and list a number of points interspersed in our report which may provide support for some recommendations:

1. The first responsibility of universities is to serve society by fulfilling their mission of teaching and research. Universities have expanded their services to a wide range of clientèles in the community in a way which is in conformity with their mission. In order that the best use be made of public resources, society should not, however, expect universities to provide services which they are not suited for and best qualified to provide. There has been some temptation for example to ask universities to be involved in certain activities because of the prestige attached. It would be much better to recognize that other "intervenants" may serve these needs much better.
2. The universities have a wealth of expertise. They could do more in order to make that expertise more readily available to continuing education students or individuals and groups in the community, provided they had the necessary resources to do so.
3. The universities and all other institutions need to work together and bring together their efforts in order that the best use be made of available resources.

McGILL UNIVERSITY
CENTRE FOR CONTINUING EDUCATION

Brief to the Commission d'étude sur la formation
professionnelle et socio-culturelle des adultes

1. GENERAL INFORMATION

a) Background

From its earliest days McGill University has been actively involved in providing continuing education for the community. The Mechanics Institute of Montreal, which was established in 1827 and whose objective was to provide adult education, relied heavily on McGill for its lecturers in a cooperative effort that lasted throughout the middle and latter part of the last century. McGill itself was also involved in adult education during this period through its Department of Extra-Mural Relations which offered a broad range of "Extension Classes" to the local community.

The Department of University Extension was established in 1923 and directed the continuing education activities of the university until the Centre for Continuing Education, which remains the current structure, was constituted in 1967. McGill's continuing education service to the community has flourished under these two structures and has grown rapidly in the past twenty years.

b) Mandate

The Centre has developed a mandate that is at once general and yet specific.

The Centre views its clientele as adults, both individuals and groups, who have the ability to function at the university level and who for the most part do not fit into the traditional pattern of university student. Our intention is to offer our activities at a time that is most convenient for our clientele, which, because of the heterogeneous nature of our students and their needs, could be any day of the week and at any time. However, since the majority of these students have full-time employment, the programs are designed to meet the needs of part-time students and the various continuing education activities are offered primarily in the evenings and on weekends.

Our community is obviously in the first instance the Montreal area, but even fifty years ago and more particularly in recent years McGill has offered continuing education activities throughout the Province of Quebec. We foresee the possibility of extending our community in special circumstances to the pan-Canadian and international levels.

While our clientele may have great expectations from the university in the type and variety of continuing education activities that should be offered, the Centre has imposed upon itself certain rigid criteria. Within the context of providing university resources and expertise to adult learners within the community, the Centre's activities should be at university level with the exception of those activities where a) there is a need in the community; b) that need is not being met adequately or at all by other sources, and c) McGill is an appropriate source of those services.

The providing and facilitating of these educational services, which would normally take the form of programs, courses, seminars, workshops, brokerage of clients with resources, and consulting, would be offered to meet the personal, socio-cultural, employment, functional, industrial and professional needs of our clientele. These services would be offered at a location and in a manner appropriate to the activity and the clientele.

The Centre's activities are subject to the academic and administrative approval and control mechanisms already in place within the university and are subject to responsible financing provided by clients, the university, the government and other sources.

An important part of the Centre's responsibility is the professional development of its staff, and research and development activities related to continuing education and the respective disciplines of its staff.

c) Specific Objectives

Adult and continuing education ideology carries with it certain expectations that may be assumed by those who are responsible for developing the various related activities at the university level. In addition, ideas could originate from the external community representing the potential clientele.

Some expectations that have been expressed to date for our Continuing Education services are:

Conceptual Expectations

- attempt to bring institutional goals and community goals closer together;
- represent the interests of the non-traditional or continuing education learner;
- convey the values and priorities of adult and continuing education to as many interests as possible;

External Community Expectations

- provide animation for exercising the McGill Centre for Continuing Education mandate;
- investigate new areas for development in continuing education;

- strive to provide greater access to available and willing institutional resources;
- communicate external needs to the internal McGill community;
- identify the external McGill community as well as the boundaries of university services;
- prospect for community problems in the adult continuing education areas;
- assess community needs;

McGill Internal Community Expectations

- to act as a catalytic broker on behalf of the internal community to extend services to the external community;
- persuade university and other resources to consider involvement in continuing education activities;
- reinforce traditional areas to be able to service non-traditional needs;
- establish mechanisms to evaluate programmes and teacher competency;

McGill Centre for Continuing Education Expectations

- develop mechanisms and procedures for planning, development, and research for continuing education activities. For example, conduct feasibility studies for Continuing/Adult Education projects;
- solicit external community input to all continuing education activities;
- propose procedures for exercising the McGill Centre for Continuing Education mandate;
- construct administrative models and academic delivery systems models for continuing education;

- strengthen purely academic interests;
- develop mechanisms to provide tailor-made cross-disciplinary programmes.

Current Priorities

The Centre's current priorities are to:

- increase academic quality of existing programmes and support services to Centre students, e.g. for Certificate and Diploma programmes through advisory committees, and better programme advising for students;
- increase credibility of the Centre and its programmes
 - a) within the university - academic
 - administrative
 - financial
 - b) within the community - external associations
 - employers
 - community at large
- explore new areas for development and expansion of services to meet perceived community needs,
 - e.g. i) off-campus courses
 - ii) new courses and programmes for external associations
 - iii) co-operation with faculties to offer their regular courses jointly in the evening
- increase recognition of the Centre and its staff within university structures - academically and administratively
 - e.g. Centre/Faculty
 - academic appointments - research capability
 - control of programs
 - financial status

- improve physical facilities available to the Centre's staff (full-time and part-time) and its students.

II REASONS FOR SUBMITTING THE BRIEF

McGill University and more specifically the Centre for Continuing Education have clearly been long committed to and active in the education of adults. We therefore welcome the opportunity to present an elaboration of our philosophy of the role we are playing in adult education. We are proud of our record of service that we believe is truly appreciated by our clientele. We hope that the commissioners will recognize the importance to encourage, continue and enhance that service.

III ORGANIZATIONAL WORK CONTEXT

The main thrust of the Centre's activities is in the area of career and professional development; however, we also offer a broad range of Language and Liberal Arts courses that satisfy a variety of socio-cultural needs.

IV CLIENTS

For the most part our students are supporting their working objectives with related educational experiences and in this respect we see the majority of our student population as part-time for the purpose of personal development and advancement in their careers. We would not exclude the consideration of full-time certificate or special project students, but again our activities tend to support other things our clients have in mind rather than education as a full-time involvement.

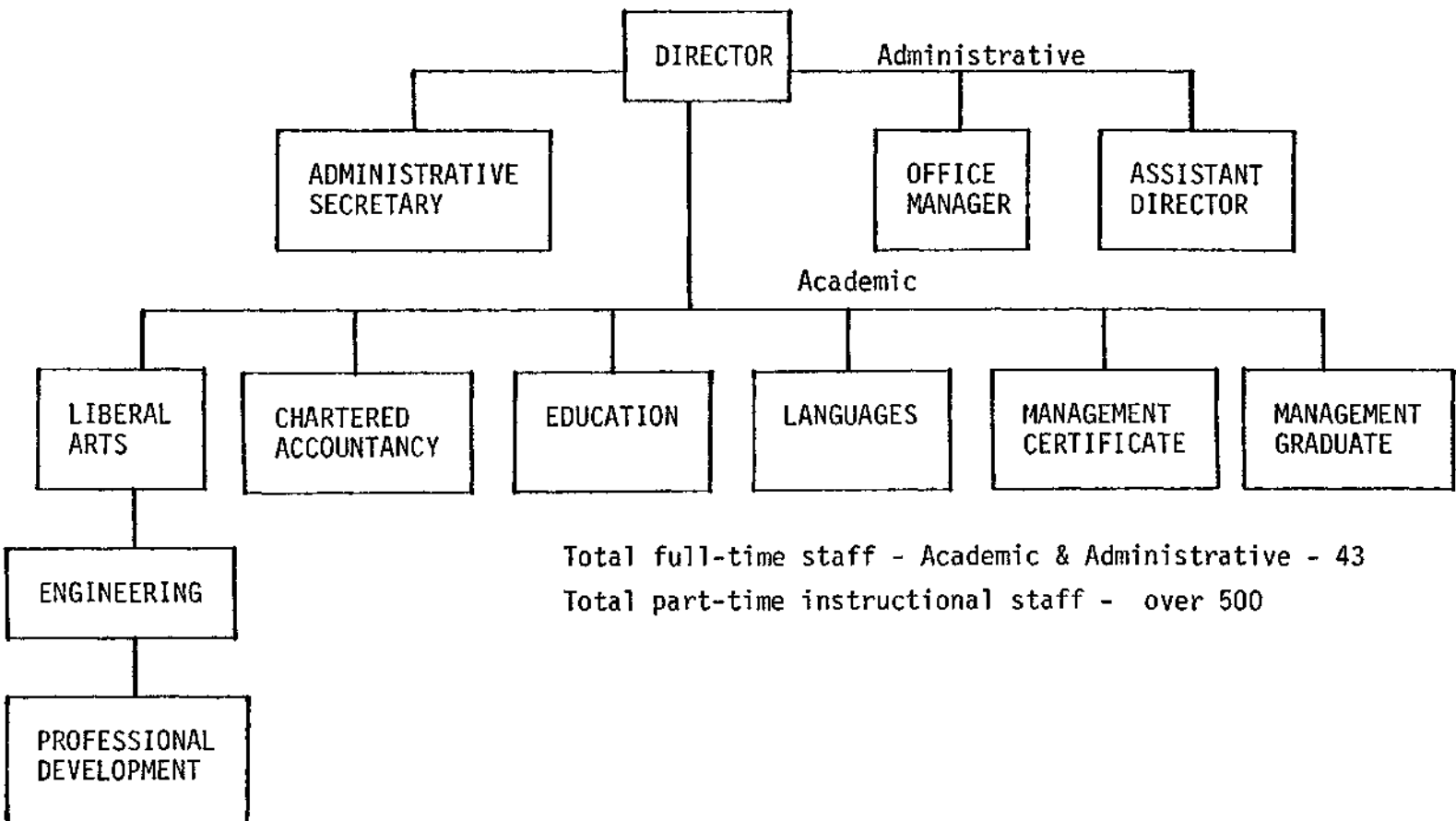
In all our courses and programmes students have an opportunity to evaluate the effectiveness of the activity and the instructor. This feedback is essential for the good management and development of our work.

V ORGANIZATIONAL STRUCTURE

The McGill University Centre for Continuing Education is an integral part of McGill University. Its academic activities are under the direct supervision of the McGill University Senate, and the Director reports administratively to the Vice-Principal Planning.

McGill University
Centre for Continuing Education

Organization Chart



VI EDUCATION RELATED ACTIVITIES AND SERVICES OFFERED

During the 1979-80 academic year the McGill Centre served 15,213 students who registered in 1,050 courses for registrations totalling 28,666. Over the past ten years registrations have grown at a rate of approximately 8% per annum compounded. These programmes and courses were administered through the Centre's departments of Languages, Engineering, Liberal Arts - Community Services, Professional Development, Chartered Accountancy, Management Certificate, Management Graduate and Education.

Although new programs are continually being developed the following list is representative of the 1980-81 offerings of the Centre. A copy of the 1980-81 announcement is attached.

Department of Chartered Accountancy

- Graduate Diploma in Public Accountancy
- Qualifying Program in Chartered Accountancy

Management Certificate Department

- Certificate in Accounting
- Certificate in Banking Administration
- Certificate in Health and Social Services Management
- Certificate in Management
- Certificate in Management (Business Communications)
- Certificate in Management Information Systems
- Certificate in Management (Insurance Brokerage)
- Certificate in Marketing
- Certificate in Real Estate Analysis
- Certificate in Real Estate Appraisal
- Certificate in Transportation
- Bachelor of Commerce Program

Engineering Department

- Certificate in Computer Programming

Department of Languages

- Certificate of Proficiency in English
- Certificate of Proficiency in French
- Certificate of Proficiency in German
- Certificate of Proficiency in Italian
- Certificate of Proficiency in Russian
- Certificate of Proficiency in Spanish
- Certificate of Proficiency in Translation - Fr:Eng. and Eng:Fr.
- Diploma in Translation Eng:Fr. and Fr:Eng.

Management Graduate Department

- MBA I Program
- Diploma in Management
- Diploma in Management (Tourism)

Education Department

- B.Ed. (for Certified teachers)
- B.Ed. (Vocational Education)
- Diploma in College Teaching (for CEGEP teachers)
- Diploma in Human Relations and Family Life Education
- Certificate in Diagnostic and Remedial Teaching
of Mathematics for Elementary Teachers
- Certificate in Educational Media
- Certificate in Moral and Religious Education
- Certificate in Reading Instruction
- Certificate in Second Language Teaching

- Certificate in Social Studies Education
- Certificate in Special Education
- Programme for Kindergarten Specialists
- Teacher Certificate Programme

Identification of Continuing Education Activities

1. Programs

- a) Degree
- b) Diploma

1. Programmes leading to the award of a Diploma should have a university degree as a pre-requisite.
2. Any future diploma programmes should consist of at least one year of full time study or the equivalent.
3. A distinction should be made between two kinds of diplomas:

Diploma

A diploma programme should have as a pre-requisite an undergraduate degree, or its equivalent, in any discipline and should be under the academic supervision of the relevant undergraduate faculty.

Graduate Diploma

The pre-requisite for admission should be an undergraduate degree in the same discipline, or its equivalent, and the programme should be under the academic supervision of the Faculty of Graduate Studies and Research.

Approved by Senate: 14 January 1976

c) Certificate

The guidelines for a programme leading to the award of a certificate by the university should be:

A coherent programme of studies offered at the university for which a university degree is not a pre-requisite for admission. Such a certificate is normally the equivalent of a year of full time study.

Approved by Senate: 14 January 1976

2. Courses

- a) Degree
- b) Diploma
- c) Certificate
- d) No program - i) Recorded, i.e. appears on university transcript.
ii) Not recorded, i.e. letter of attestation only.

3. Seminars and Workshops (requiring registration and fees)

- a) Recorded
- b) Not recorded

4. Educational Activities

e.g. Public lectures - no registration, no fees.

- a) Not recorded.

VII EDUCATIONAL APPROACH

In most cases the traditional classroom model is employed, but this approach does not exclude the possibility of the individual teacher taking an innovative approach to the learning activity at hand.

Students have access to university libraries and other McGill services in addition to many external community based resources. One of the Centre's great strengths is to be able to use much valuable expertise within the community as instructional staff in addition to the full time staff of the university.

VIII FINANCING

Approximately two thirds of the activities at the Centre are supported with government grants. Student fees represent the balance of funding. Budgets are prepared according to the type and quality of activity that is anticipated, and the financial results are subject to audit.

IX SPECIFIC PROJECTS

The implementation of institution or community based projects through the Centre is only possible if approved by the formal university approval mechanisms. Projects that are academically and financially sound have little or no problem being accepted. However, one of the main problems is finding the funds to develop projects that may not portray an initial sound funding base.

X PROBLEMS (P), CONCLUSIONS (C), AND RECOMMENDATIONS (R)

1. P - Funding

C - If government grants are not available then projects must be self financing on some other basis.

R - Increase government funding.

R - Transfer institutional funds to support continuing education.

R - Solicit continuing education support from private sources

R - Increase charges for some special educational activities in order to support a broader variety of services.

2. P - Timing

C - Establishing projects to meet more immediate needs of the community poses some difficulty because of the time lag through the government and institutional approval and supervisory mechanisms.

R - Develop guidelines to assist governing bodies in their decision making process.

3. P - Ideas

C - There is a lack of creative project proposals for the community sector.

R - Build models that will tend to stimulate the thoughts of institutional based personnel.

4. P - Clientele

C - The continuing education learner is perceived as inferior to that of the "regular" student.

R - Require continuing education teacher orientation as a prerequisite to employment.

R - Undertake a campaign to dispel this myth - the continuing education student is not inferior intellectually and his needs are different.

5. P - Competition
 - C - Traditional academic faculties see continuing education part time services as a competitive threat to their registrations.
 - R - Make them aware of research that proves otherwise.
 - R - Continuing education activities should complement rather than compete with traditional faculties.

6. P - Budgeting
 - C - Difficulties in continuing education enrolment projections make forecasting and budgeting a problem.
 - R - Consider a flexible budgeting system that responds more quickly to changes in actual activity.

7. P - Staff
 - C - Continuing education staff are not accepted on the same level as others within the institution.
 - R - Create a special status of Faculty and staff.
 - R - Pay continuing education instructors more equitably.

CONCLUSION

The Centre for Continuing Education is playing a major role in the provision of educational services at the university level to adults in the community. There are demands and indeed needs for expanding these services, but the constraints of human, physical and financial resources limit the ability of the Centre to respond. Of overriding concern to the Centre and to the university is the maintenance of high academic standards that the

community has come to expect of McGill. The challenge for the Centre is to meet the legitimate university level needs of the community while maintaining the traditional standards of excellence of McGill. We believe that the Centre is equal to the challenge and that it should be given the opportunity to develop its service to the full.

JAD
January 1981

McGill UniversityFaculty of MedicineGeneral Information:

The Faculty of Medicine has a Centre for Continuing Medical Education which coordinates and presents programmes in continuing education for graduates in medicine and those of the three schools attached to the faculty namely Nursing, Physical and Occupational Therapy and Human Communication Disorders. These professionals have long realized the need for keeping up to date and this type of activity has been a characteristic of the university teaching hospitals since their creation. In the present context of continuing medical education, courses organized and presented specifically for members of the profession outside the university and their teaching hospital orbit this phenomenon goes back some thirty years. Thus the faculty has shown that it assumes the responsibility to provide continuing education for two principle reasons: the diffusion of new knowledge and to set a standard of excellence for the practice of medicine and the related professions.

Educational Approach:

These courses are conceived by members of the faculty; however it is understood that the programme committee for the course should include at least one practitioner representative of those consumers for which the course is intended. Course proposals are presented to the Faculty Committee on Continuing Medical Education for discussion and approval. The format is largely in the form of lectures, but whenever possible and appropriate, time is reserved for questions, small group discussions or workshops. In some situations practical laboratory experience is provided.

The Centre for Continuing Medical Education does not give credits of any kind. However, letters attesting to registration or attendance are provided upon request. The courses are advertised widely by mailing brochures to individual physicians, nurses or others for whom the course is intended and to hospitals.

Financing:

In principle continuing medical education is meant to be self-financing, that is, completely covered by the fees of those attending. However, at present this is not realistic, feasible, nor in the best interests of continuing medical education. In fact about two thirds are covered by tuition fees, the university and its teaching hospitals assuming most of the rest with a very small contribution from the pharmaceutical industry.

The following is a list of the courses presented in the academic year 1979-80 with the length of the course in terms of teaching hours and the number of registrants:

<u>Course</u>	Hours	Registrants
1. Clinical Day in G.I.	7	86
2. Recent Trends in the Diagnosis and Classification of Mental Disorders	7	89
3. Clinical Day - New Drugs	6	52
4. Nursing Explorations: The Experience of Suffering	5	269
5. Symposium on Broad-Focus Short-Term Dynamic Psychotherapy and Crisis Intervention	17	220
6. 30th Annual Refresher Course for Family Physicians	27.5	90
7. Symposium on Stress & Anxiety	6	80
8. Recent Advances in Diabetes	6	350
9. Management of Common Vascular Problems	14	14
10. Clear and Effective Medical Writing - A Workshop	12	10
11. Marital-Sexual Counselling for Family Physicians - A Workshop	5	27
12. Clinical Day- Hypertension	4.5	29
13. The Evaluation of Clinical Competence for Teachers of Family Medicine	15	17
14. Application of Research in Health Care Delivery to Children	5.5	120
15. MKASP V Review Course - Infectious Disease, Immunology Allergy, Oncology, Endocrinology	12	86
16. Clinical Day - Dermatology in Clinical Practice	6	46
17. Clinical Day - Clinical Ob/Gyn for Family Practitioner	5	69
18. Psychotherapy of Adolescents	6	223
19. Advanced Cardiac Life Support	12	46
20. MKASP V Review Course - Cardiology, Nephrology Hematology, Pulmonary Disease	12	65
21. Minor Surgery and Office Procedures	12	66
22. Management of Clinical Problems in Diabetes	6	42
23. A Practical and Theoretical Review of Major Clinical Problems Presented by Patients in Intensive Care Unit	21	121
24. Clinical Day - Psychological Medicine for the Family Practitioner	5.5	20
25. Gynecology in Family Practice	6	85
26. Postgraduate Seminar in Urology	20	172
27. Drug Therapy	13	126
28. Clinical Day - Common Neurological Problems in Clinical Practice	5	44
29. Practical Problems in Pediatrics - 1980 Update	19	31
30. Arthritic and Rheumatic Disorders	17	40
31. MKASP V Review Course - Dermatology, Gastroenterology Neurology, Rheumatology	12	77
32. McGill Annual Review Course in Anesthesia	25	340
33. Treatment of the Seriously Injured or Ill in the Emergency Department	21	89
34. Speech, Language and Sensory Processing in Hearing-Impaired Children	5	164
35. Thursday Evening Lecture Series	<u>50</u>	<u>297</u>
TOTALS:	428	3612

All surveys of how doctors obtain most of their continuing medical education show that this is done through reading. It is therefore important to draw attention to the fact that the library of the Faculty of Medicine is a tremendous resource for the profession and the hospitals and the contribution that it makes towards continuing medical education.

Relationship With Other Parties Concerned:

Cooperation with other groups involved in continuing education occurs in various ways. Members of faculty are frequently asked to participate in the educational activities by programme participants or as members of educational committees. The faculty is often invited to send a representative to sit with bodies interested in continuing education. One of the most important links is as a member of Le Conseil d'Education Medicale Continue du Québec. This latter group is submitting a brief to the Commission on the broad principles of continuing medical education.

SUBMISSION OF THE MCGILL MANAGEMENT INSTITUTE
TO LA COMMISSION D'ETUDE SUR LA FORMATION DES ADULTES.

I. General Information: Background, Mandate, Specific Objectives.

The Management Institute, an ancillary operation of the Faculty of Management of McGill University, has the responsibility of extending the services of the Faculty to the community of experienced managers in business, government and institutions.

Activities in the Management Development Program of the Institute include seminars, which are held during regular business hours and range from two days to three weeks in length, and courses, which are offered one evening a week for five, eight, or twenty-five weeks during the year. Seminars and courses cover a wide spectrum of functional areas and are specifically designed to help middle and senior level executives to develop themselves as effective managers, to keep abreast of current developments in analytical and decision-making techniques, and to obtain a better appreciation of the integrative problems of general management.

Lecturers and seminar leaders, recognized authorities in their fields, are drawn from the Faculty of Management at McGill and from other universities in North America as well as the Montreal business community. Most courses and seminars are held on university premises. They are restricted as to the number of participants in order to ensure full discussion and individual attention.

Other activities of the Management Institute are not easily categorized, since the intention, from a policy viewpoint, is to ensure flexibility to meet the varied and changing needs of the Faculty as it seeks to improve and widen its contacts with managers in industry and government. Examples include the Presidents' Seminar and Operation Catalyst, which are informal meetings or "think-tanks" of chief executive officers and deputy ministers held at the Chateau Montebello, the McGill Conference on Industry and Government, and the series of conferences and seminars on regulation in Canada.

The objectives of the Management Institute are as follows:

1. To serve, on behalf of the University and the Faculty of Management, the community of managers in business, government and non-profit institutions
 - (a) by providing facilities and a balanced variety of programs for management development of middle and upper-level managers
 - (b) by providing facilities and a neutral meeting-ground in which senior people in business, government, the bureaucracy and regulatory boards can come together to discuss matters of national policy and industrial development.
2. To enhance the visibility and reputation of the Faculty of Management among people in business and government.

3. To maintain a surplus of revenues over expenditures and to maintain full financial self-sufficiency, bearing in mind that the University will not subsidize any losses on operations.
4. To provide the maximum possible financial support to research in the Faculty of Management, subject only to the constraints imposed by the requirement to remain self-sufficient, as noted above.
5. To provide a vehicle by which individual members of the Faculty of Management can come into contact with practising managers and be exposed to the institutions, the concerns and the nature of managerial work in business, government and non-profit institutions, with a view to enhancing their teaching and research capabilities in this professional faculty.

II. Reasons for Submitting the Brief:

Submitted as part of the general response by McGill University to La Commission d'étude sur la formation des adultes.

III. General Principles and Context in Which the Individual or Organization Works:

See (I) above.

IV. The Organization's Clients or Members:

The largest area of activity in the Management Institute is the Management Development Program. Here, enrolment in 64 regularly-scheduled seminars and courses reached 1360 in the academic year 1979-80.

Of the 915 participants in our seminars (who are middle and upper level managers), 553 came from Montreal and 362 came from elsewhere, representing nearly every province and territory in Canada as well as the United States and the West Indies. The 445 participants in our evening courses resided in or close to Montreal. Organizations sponsoring our participants included both large and small business firms belonging to virtually every industrial and commercial sector, non-profit institutions such as hospitals, universities and social service agencies, and government at the federal, provincial and municipal levels. McGill itself sent 15 participants. Nearly 30 per cent of our participants were francophone.

Information concerning the offering of the Institute is disseminated by two calendars Fall and Spring, sent to approximately 16500 addressees plus brochures giving greater detail about each session sent to 13000 addressees in the case of seminars and 7500 Montreal region only addressees for evening courses.

All courses and seminars are held in the Management Institute quarters in the Faculty of Management.

Our policy is to conduct an evaluation of every course and seminar, orally during the final session and in writing after a delay of two to six months. Our participants tell us that, on the whole, they are very pleased with the sessions they attend in the Management Institute, and that they find the material stimulating, well prepared, and useful to them in their development as managers.

V. Structure of the Organization:

The Management Institute is an institute of McGill University, with the Director reporting to the Dean of the Faculty of Management. The Institute, being a part of the University, maintains no direct relationship with any outside groups.

VI. Education-Related Activities (or Services Offered):

Seminars and courses offered by the Management Institute have no prerequisites nor educational requirements. Acceptance of participants is based solely on business experience and the need or desire of the participants to attend a particular session.

VII. Educational Approach:

All accepted educational methods are used in the various sessions - case method, straight lecture type approach, workshop sessions etc. Lecturers and seminar leaders, recognized authorities in their fields, are drawn from the Faculty of Management at McGill and from other universities in North America as well as from the business community. The leaders are engaged for the period of their session only.

VIII. Financing:

The Management Institute is fully self-supporting. The yearly budget is based on expected overhead operating costs with the net contribution to overhead (the difference between the revenue and expenses of all courses and seminars) being used to offset these costs.

The Management Institute makes use of University space and accounting services, but it does not constitute a drain on the University funds or other administrative services. On the contrary, the Institute normally makes a "gross profit" or contribution to overhead (total revenues less all direct costs) and provides certain administrative services to the Faculty of Management. Under present arrangements, part of the gross profits of the Management Institute is transferred to general University funds each year, while the remainder is left in a residual account and used to develop new programs, to purchase seminar room furniture as well as office and teaching equipment, and to cover any losses on operations that may occur. The University does not share any losses on operations. All interest earned on the residual account, plus any principal amount not required to provide the necessary insurance against losses, is used to support research in the Faculty of Management.

IX. Specific Projects:

Specific projects other than the regular seminars and courses include extending services to the regulated industries sector and in so doing the Management Institute played an essential role in promoting the activities of the McGill Centre for the Study of Regulated Industries. Regular meetings of the Advisory Committee on Regulated Industries are held and we in the Management Institute are most grateful to these people for the time and skills that they have most generously devoted to our interest, and we look forward to a continuing and beneficial relationship with them in future years. Also from time to time conferences and seminars on regulation are organized and the sessions are attended by senior managers in regulated companies, chairmen and members of regulatory boards at both the provincial and the federal level, senior public servants, members of the press and lawyers, consultants and academics having an interest in regulation.

In addition the Management Institute sponsors a series of Faculty Research Seminars in which members of the McGill Faculty of Management as well as guests from other universities have an opportunity to present the results of their research to their colleagues and other interested people.

X. Conclusions and Recommendations:

None. This brief is submitted for information only.

25 November, 1980

R.N. Morrison
Director

Brief to:

Brief to:

*"La commission d'étude sur la formation professionnelle
et socio-culturelle des adultes"*

(Abbreviated version)

Presented to the Senate Committee on Continuing Education

By: *Prof. Martin van Hierop
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1- *General Information:*

Macdonald College, which was founded and endowed by the late Sir William C. Macdonald, is incorporated with McGill University. The Faculty of Agriculture, which includes the School of Food Science, is located on the Macdonald Campus in Ste. Anne de Bellevue, about 38 kilometers west of Montreal. The work of the agricultural departments of the Faculty falls into three main divisions: teaching, research and extension. The extension, continuing education activities are coordinated by the Extension Department and fall under the following main categories: 1) Community Programs, 2) Extension Courses, 3) Information Services.

1.1 *The Extension Department Mandate and Objectives.*

The work and programs of the Extension Department have developed into a complex system of information, educational and extension services, specifically designed to meet the needs of those people without daily access to the University. The philosophy of a strong commitment to involvement in the rural communities, through the extension of the University services, has been one of the major emphasis of Macdonald College since its founding by Sir William Macdonald. The ideas of service to the public and strong community-University links were priorities in Sir William's efforts to improve rural living through continuing education programs.

2- *Reasons for Submitting this Brief.*

The main reason for submitting this brief is to underline the unique role Macdonald has been and is playing in rural Quebec. Our programs have expanded to better serve both the Francophone and Anglophone communities in this province. As a University, responsive to its community's educational and information needs,

we have endeavored to be a catalyst in the overall agricultural and rural development process for a better rural milieu. We would like to take this opportunity to stress some of the difficulties in this process.

3- The Principles and Context in Which the Extension Department Works.

The Extension Department is an independent administrative unit within the Faculty of Agriculture. It functions as a liaison between the Faculty and those involved in agriculture. It serves the agricultural community by providing information, education and professional assistance in community development to the rural population. Its training programs span from theoretical classroom situations to practical how-to-do type of programs in all fields of agriculture. These programs vary in length and are given on campus, but an increasing number of short courses, technical conferences are given in the rural communities.

4- The Clients.

All our clients have a direct or indirect interest in agricultural production, policy and environmental issues. They are either professional agronomists or those involved in production agriculture. As individuals, they choose from over 40 continuing education courses offered in the evening on Macdonald Campus or participate in our many off-campus activities throughout the province of Quebec such as evening conferences, workshops, field days etc. The on-campus courses are publicized in the media and brochures and are open to individuals upon registration and payment of an entrance fee in these extension courses. (See Annex 2) The off-campus courses are organized through farm groups and associations, regional schools and community groups. In this off-campus situation, it is the specialist, often a professor from Macdonald who goes out to the community. The off-campus activities are most often sponsored by individuals or groups and there is no registration fee for participation but is open to all those interested. The event is publicized through the local media as well as radio to attract the interested audience. Requests from the community are received either directly by the professor in person or are coordinated through the Extension Department of Macdonald. This community service is flexible since it originates directly from the field and is formulated by a specific interested people who have a need or interest. See maps A, B, C for areas where the Extension Department is most active.

The evaluation of all continuing education activities is done informally. A more in-depth analysis of some of the major events may be attempted from time to time if resources are available.

5- Structure of the Organisation

The Extension Department is an independant administrative unit of the Faculty of Agriculture and School of Food Science, Macdonald Campus of McGill University. Although highly valued by the community, it receives no recognition from the University. Its standing is consequently kept to a second-class status and little consideration is given to it in the overall University context. This is reflected in budget allocations and staff promotions. The University administration has projected an uncertainty towards the future of the Extension Department and has demonstrated a complete lack of understanding of its role in the community. It is therefore not surprising that the Extension Department is understaffed for the gigantic task that it has undertaken to bring the University to the Quebec Community.

At present we have the following personnel actively involved in some facet of continuing education:

- 1 Director (Full-time)*
- 1 Administrative Secretary (Full-time)*
- 1 Coordinator of Extension Evening Courses (Full-time)*
- 1 Editor, Macdonald Journal (Full-time)*
- 1 Extension Specialist, Community Programs (Part-time)*

The Director of the Extension Department is responsible for the liaison work with organisations such as farm and community groups, government departments such as the Ministère de l'Agriculture des Pêcheries et de l'Alimentation, Ministère de l'Education, Ministère de Travail et de la Main d'Oeuvre, Regional School Boards, Agribusiness (See Annex 3, A, B, C).

6- & 7- Education-related Activities and the Educational Approach

The philosophy of extension education encompasses a much broader scope than merely an interaction of professor and students in a classroom situation. Education is the production of changes in human attitudes and behaviour. This process is fundamental in the progress of an agricultural industry that will ultimately translate into the

progress of rural society. This change, brought through education, should consequently produce change in knowledge, in kinds of knowledge and skills. Skills can be subdivided into thinking and manual skills. Extension education can therefore include all those activities that inform people through reading, seeing, hearing, which may eventually produce a behavioural change in those who are reached by the programs. If these programs are structured with the input and demand of the community, this process becomes a social obligation of the University to respond to the needs of the community.

The following activities originating from the Extension Department are structured with the aforementioned objectives:

1. The Macdonald Journal - Circulation over 4000, 90% of which reaches rural Quebec (Annex 4).

2. Producteur de Lait Quebecois - Circulation over 21,000, mostly specialized dairy producers in Quebec. An article is regularly contributed by Staff of Macdonald and coordinated by the Extension Department. This Project is a joint effort of the UPA and the Extension Department (Annex 5).

3. Agricultural Newsletter - it reaches rural Quebec, agribusiness and government agricultural agents. This project is a joint effort of the Ministère de l'Agriculture des Pêcheries et de l'Alimentation du Quebec and the Extension Department (Annex 6).

4. Quebec Farmers' Association Newsletter - Circulation over 1500. A joint project of the QFA and the Extension Department. (Annex 7).

5. Quebec Young Farmers Federation Newsspreader - Circulation over 1000; it reaches rural youth in Quebec. It is a joint project of the QYFF and the Extension Department (Annex 8).

The Extension Department also participates actively in public events such as rural agricultural fairs, the International Salon of Food and Agriculture, the International Salon of Machinery and Foultry Equipment. On these occasions, staff and students meet the public and provide information through displays and brochures about Macdonald College and its agricultural research. To give an historical perspective of the programs of the Extension Department, a comprehensive annual report was produced in 1976 outlining all its activities for the authorities and the public (Annex 9).

8- Financing

There is no budget earmarked for the Extension Department that originates from the University, with the exception of part of the salary (5%) of the Director. All the revenue sources sought by the Extension Department are in part from special budgets from Macdonald College, external projects and programs promoted by Provincial and Federal Governments and agencies. This creates a problem in terms of continuity of programs and offers little possibility for long-term planning. We also must acknowledge the amount of voluntary contributions made by on- and off- campus people. Many of our activities are also sponsored by groups, companies, etc.

Since the Extension Department is not recognized by the University, it does not receive any budget allocation. This is a problem that needs to be solved if the Extension Department is to be given the opportunity to continue its work and programs in the community.

9- Conclusions and Recommendations

Macdonald College has a long history of community involvement in the Province of Quebec. It has been the objective of the Extension Department to maintain and develop this relationship. It is in this activity that an effective contact can be continued between the professionals in agriculture, the academic researcher and the teacher. Since the number of university-trained farmers is very low in Quebec and Canada, this exchange of knowledge and information on new research findings and technology is important. It also provides the academic researcher with a valuable insight in contemporary problems in agriculture. The information channeled through the media, print, radio or television coordinated by the Extension Department is a valuable contribution towards the evolution of those in agriculture. The reliance of the English rural population on Macdonald College makes our mission even more vital because it is one of the few sources of information available in English in Quebec. We have nevertheless concerted a considerable effort into providing information to the francophone community as well. This unique situation doubles the cost of any of our information and education efforts.

Universities should be allocated a basic budget to develop continuing education programs for its community. These should be granted with sufficient flexibility so that it can respond to the specific requirements of the population. these budgets should also encourage universities to develop outreach programs to remote communities which do not have easy access to university resources. Adults who do not have a university education should not be denied the possibility of university contact. Special budgets should be made available to disseminate research and technology through popular information channels to better inform the target population of any new developments.

Since extension education efforts are not always self-financing, the University as an institution should continue to contribute to the human development not only to an elite class but also to a much broader population that can benefit directly from this educational process.

More Detailed Information Regarding the
Professional Development Activities of Specific Units at McGill.

- School of Nursing

McGill staff participate in Continuing Education Workshops for all licensed nurses and refresher courses for all nurses out of practice more than 5 years which are sponsored by the Order of Nurses of Quebec.

In addition to its graduate programs, the School offers a formal course Extended Nursing Practice 575-561U which carries 9 credits for Baccalaureate graduates in Nursing. This course is offered in May and June, covering 8 weeks at 35 hours per week. It is intended to upgrade skills in Health and Physical Assessment and includes supervised clinical practice.

Informal courses include:

- a) Alumnae seminars - for B.Sc.(N) and for M.Sc.(A) graduates to discuss current issues in Nursing.
- b) Nursing exploration series - annual series of one day symposia developed jointly by hospital based and university based faculty. These are open to all nurses and operated at cost. Three such symposia are offered in 1980-81.
- c) Workshops and symposia developed in clinical agencies (mostly McGill Teaching Hospitals) in which faculty participate as speakers and resource personnel to agency nursing staff.

- The Faculty of Dentistry

The Faculty of Dentistry of McGill University began sponsoring Continuing Dental Education courses approximately 10 years ago. This was in response to a need for such courses to aid practising dentists in maintaining their knowledge of contemporary teaching. These courses are presently offered to all dentists practising in the Province of Quebec. Publicity for these courses is facilitated by the resources of the Order of Dentists of the Province of Quebec.

The administration and teaching of these courses is handled by the teachers who are members of the Faculty of Dentistry of McGill University and their teaching is routinely evaluated by the participants. Suggestions are welcomed and incorporated where possible. The teaching is done via the traditional lecture method, while discussions and seminars backed up by pertinent reading material, complement the above. Extensive audio and visual assistance is used when indicated.

All courses are targeted to be self-supporting and to date we have been successful in this objective.

With the current emphasis on professional continuing education, we at the McGill Faculty of Dentistry intend to continue to offer as broad and varied a programme as possible within the limits of our current resources.

Number of attendants: 75 for half-day course
35 for series of 8 evening courses
18 for two-day course

- The School of Physical and Occupational Therapy

The School of Physical and Occupational Therapy offers a professional B.Sc. degree in either Phys. or Occup. Therapy, and an M.Sc. (applied) in Health Sciences. As such it has a primary responsibility to its first and second cycle students. Still the degree having started as a degree course, then becoming a bachelor degree and finally a B.Sc. degree, sciences evolving at a rapid pace and graduates for varied reasons moving in and out of the professional field, there is a need for refresher courses and updating. Along these lines the School has opened all its courses to graduates who want to up grade their degree or want refresher courses in certain areas. Advanced courses (rheumatology, geriatrics, pediatrics, group dynamics, manipulation, biomechanics ---), are also open to graduate physiotherapists and occupational therapists who want to keep up with changes in their field. As the need arises new courses will be created.

Although meeting the needs of mature students, the system is not fully taken advantage of. The main drawbacks being that:-

1. the courses are given in the day time
2. in courses with practical sessions and laboratories mature students can only be accepted if all places are not filled by regular full-time students.
3. all advanced courses are not given every year.

The latter two are due to tight budgets which do not allow for appropriate staff and/or material resources to accommodate a larger number of students.

Even though mature students register for the courses they are not full-time students and thus are not covered by subsidies. The creation of a formula awarding some subsidies to cover part-time mature students would open a wider door to the offering of professional refresher courses, advanced courses for graduates who want to keep up with changes and specialty options for those who look for new orientations. It would also allow graduates with other science degrees to embark upon a profession while working part-time. A work plan along these lines should be studied.

Short term specialty courses (not longer than a week) and seminars have been limited not to overlap with the professional associations and corporations activities, but resource persons from the School participate in these on a regular basis as organisers, lecturers and panel members.

Expected Developments

With the population at large as target we expect to offer and plan to study the possible development of Health Education courses: prevention, screening, conditioning and reconditioning programs. These could be implemented directly within the community: present associations, C.L.S.C., day centers, well baby clinics, schools, industry, golden age groups, or courses and training could be offered to persons from the community who are interested in getting involved in such programs.

- The Faculty of Engineering

- a) The Department of Electrical Engineering in cooperation with the Centre for Continuing Education offers a number of graduate level courses which can be credited in the program for the Master of Engineering, Power Systems Option. These courses address clientèles working in Consulting Engineering firms or with Hydro Québec.
- b) The Department of Civil Engineering and Applied Mechanics, jointly with the Department of Mechanical Engineering, offers a weekly "Seminars in Mechanics" during the academic year. These one hour Seminars are given by invited lecturers from the outside and McGill faculty members, offering a wide variety of scientific and engineering topics. The announcements for these Seminars are widely distributed through the mailing of posters to a large selection of local industrial firms and educational institutions.
- c) Bombardier Rail, in co-operation with the Department of Mechanical Engineering, offered a five day course on "Rail-Vehicle Dynamics" in August 1980.
- d) The Department of Mining and Metallurgical Engineering offers a series of intensive short courses in various aspects of mineral engineering, mineral economics and mineral management. These courses, which are an integral part of the applied graduate mining programs, are also offered to personnel employed in the mineral industry to provide them with opportunities for professional development in new techniques and practices. A typical seminar course consists of 30% graduate students and 70% external participants. Lectures, discussion groups, case studies and workshops are conducted by the staff of McGill University with the assistance and cooperation of recognized authorities from governmental agencies, mining companies, independent consultants, and other universities.

McGill UniversityReport by Graduate School of Library Science on Continuing Education

The Graduate School of Library Science started assuming responsibility for continuing education in 1976-77. The first step was opening the regular classes to graduates of the School. The following year the School started making two-three of its regular courses available each term in the evenings, and in 1978 Summer session started with another two-three courses not otherwise available. For the Fall and Winter evening courses, registration is through the Centre for Continuing Education; in the daytime and during the Summer, graduates return as special students. Because many of the regular courses are in the School either new or up-dated community interest in them has been considerable, with occasionally as many as half of the students being "special" or "continuing education".

The success of the Library Science for-credit courses with not-for-credit students is no accident. The needs of the community are considered as important as the needs of the current student body when new courses are added and old ones are redesigned. The 1980-81 innovations -- Records Management and Law Librarianship -- were known to be very much wanted by the practitioners. Also popular with practitioners are Bilingual Problems in Library and Information Science and Quebec Information Systems.

In the daytime, the needs of students in quest of the MLS must come first, and there is no special effort to attract outsiders. For its evening and summer offerings, however, the promotion includes announcements in the professional journals and large direct mailings. For this, a considerable effort goes into the maintenance online of a large computerized mailing list that reaches many professionals across Canada.

The advantage of using regular courses for continuing education is that 36 contact hours plus the heavy assignments necessary for degree-earning graduate education promotes high quality. However, it requires a heavier commitment than can be made by many of those interested in upgrading their professional practice. Were funding available to mount a series of 10-20 contact-hour courses in a variety of computer-related subjects, the School would be able to reach many professional librarians whose schedules could only accommodate more moderate workloads. The experience of library schools elsewhere indicates that mini-courses are not only appropriate for many subjects, but also appealing.

The two-five day seminar is another successful format in continuing library education generally. McGill has held three such seminars to date, all on the marketing of library and information services. They were co-sponsored by the Library School, the Faculty of Management, and the Corporation of Professional Librarians of Quebec. The success of these seminars in Montreal has led to invitations for the seminar to be given elsewhere, but the cost of transporting several marketing professors to other locations proved to be

too high. For its 1980-81 seminar, the School is switching to another subject: Quantitative Analysis, and using its own faculty with no outside contributors in order to keep down the cost.

Shorter seminars -- half and full-day -- also take place in the Graduate School of Library Science at McGill, but in those cases the School is usually the host rather than the sponsor. In 1979-81 there were 17 training sessions by a variety of organizations with online searching responsibilities. A considerable amount of the database instruction is in French; the English language systems have French customers who can elect French seminars, and in addition a growing number of French databases (Quebec and France in origin) are promoted here. The fact that the information retrieval laboratory in the School is well suited to the requirements of outside seminars is no accident, as it was established with that use in mind.

The School also sponsors, through the Centre for Continuing Education, a fourth-level French course: Library Communication in French. Sixteen students completed the course the first time it was offered in Fall 1980.

Vivian S. S. S. S.
Dec. 16, 1980

BRIEF FOR THE JEAN COMMISSION1. General Information.

The Faculty of Education has as part of its mandate the pre-service training of elementary and high school teachers. In addition, it is active in the further professional development of these teachers, of teachers in CEPEPS, of school administrators, and of non-teaching professionals. Furthermore, it is associated with school boards, CEPEPS and teachers associations in consulting work and research projects. These professional development activities are realised by the Faculty of Education in association with the McGill Centre for Continuing Education and come under the direction of the Associate Dean (Continuing Education) of the Faculty who is also an Associate Director of the Centre.

Specifically, the Faculty and the Centre try to offer as complete a range of services as possible to the teaching community: degree programs to raise the basic qualifications of teachers; diploma and certificate programs to provide teachers with new skills and competencies, some of which are required specifically by the Ministry of Education; short, non-credit workshops to bring teachers, professionals and administrators up to date in their fields or to help them acquire some very specific skills related to their work; research projects and consulting services for school boards and teachers associations.

2. Reasons for Submitting the Brief.

This brief is being submitted in order to inform the commission of the activities of the Faculty of Education and of the Centre for Continuing Education in bringing professional development activities to the teaching profession. Also, it is presented to make the commission aware of some of the issues and of some of the specific problems faced by the university in providing these services. Finally, this brief should reveal to the commission some of the trends and needs emerging in the professional development of the teaching profession.

3. General Principles and Context in Which the Faculty and the Centre Work.

The Faculty of Education and the Centre for Continuing Education work primarily in the field of professional development. Its activities are very much related to improving the teaching process in its broadest form. Some of the activities may fall within the socio-cultural field, particularly those associated with the degree programs which are designed in part to broaden the cultural development of teachers.

4. Clients or Members

The Faculty of Education and the Centre for Continuing Education's clients comprise virtually everyone associated with public education from elementary schools to CEGEPS. These educators obtain its services by enrolling in programs, courses, workshops, and by being associated with consulting work and research projects.

There is not too much direct participation of the clients in the development of degree, diploma and certificate programs as these are determined to a great extent by the nature of the disciplines themselves and in many circumstances by the requirements of the Ministry of Education. On the other hand, the non-credit activities are offered with the close co-operation of the professionals in the field. There are joint committees of university and teachers associations, professionals, administrators, and school boards that advise on broad policies, participate in needs assessments as well as in the evaluation of the professional development activities themselves.

It is expected that the university will continue to offer its current range of programs and services. It plans to add new programs as it determines the needs for these and it plans to increase the number and scope of its workshops, research, and consulting work. Although it has done some work with parents, this has been on a limited scale. Given the role parents are expected to take by recent government documents, these activities might well be increased in the future.

5. Structure

The Faculty of Education and the Centre for Continuing Education are an integral part of the legal entity that is McGill University. The personnel directing the Continuing Education activities are administrative, support and academic personnel of the Faculty and of the Centre. In addition, there is a substantial number of professionals in the field (teachers, consultants, and administrators from school boards, CEGEPS, and other universities) who provide instruction and services on a part-time basis.

The university maintains a close relationship with the Ministry of Education regarding programs, certification and financing for credit work. Similarly, it maintains contact with the Ministry of Education for the programming and financing of some of its non-credit activities. Furthermore, this relationship is declining as the Ministry of Education distributes more of its professional development funds to various regional authorities.

The university does maintain contact with school boards, teachers associations and CEGEPS through the formal structure of consulting committees and through ad-hoc informal meetings as needs arise.

6. Education-Related Activities (or Services Offered).

The Faculty of Education offers the following programs of professional development to school personnel:

- B. Ed. (for Certified Teachers)
- B. Ed. (Vocational Education)
- Diploma in College Teaching (for CEGEP teachers)
- Diploma in Human Relations and Family Life Education
- Certificate in Diagnostic and Remedial Teaching of Mathematics for Elementary Teachers
- Certificate in Educational Media
- Certificate in Moral and Religious Education
- Certificate in Reading Instruction
- Certificate in Second Language Teaching
- Certificate in Social Studies Education
- Certificate in Special Education
- Program for Kindergarten Specialists
- Teacher Certification Program

There are 2,500 teachers registered in these programs and another 500 teachers following courses as "Special Students". Approximately 400 course sections with a total of 8,000 registrations are offered over an eleven month period each year.

On the other hand, our non-credit work represents, at this time, only a fraction of our professional development activities. We offer approximately thirty workshops to administrators, ten to professionals, and twenty to teachers. There are in addition, about 200 days of consulting for school boards and a small but growing number of research projects.

Previous schooling is a factor in admission to programs. Collegial studies and/or initial teacher training are a prerequisite for most of these. In the case of the Diploma in College Teaching, and the Diploma in Human Relations, a university degree is the normal condition of admission. Some programs, Human Relations and Media, are not offered exclusively to teachers.

Previous pertinent University courses are taken into consideration in the form of advanced standing credits. The policy followed is to allow a maximum of 30 credits for a degree and 12 credits for a diploma or certificate as advanced standing.

7. Educational Approach.

It would be difficult to describe the educational approaches of workshops, consulting, and research activities except to state that they are varied. One point that should be stressed, however, is that the research component of our Continuing Education operation is concerned primarily with policy research.

Again, our credit programs and courses use a variety of pedagogical approaches depending on the nature of the subject, the learners and the learning conditions. What is perhaps significant, however, is the degree to which we have tried to accommodate teachers by offering programs and courses in off-campus locations. Approximately 50% of all Continuing Education courses are offered off-campus. There is virtually not a region in Quebec that is not being served: the Gulf of St. Lawrence (Magdalen Islands, Gaspé, Littoral), the Arctic (Ungava Bay and Hudson's Bay), Western Quebec (Hull, Rouyn-Noranda), the Eastern Townships, Greater Montreal and Quebec City areas.

Another significant feature of our credit courses is that we have been experimenting with ways to serve teachers and school boards on a truly in-service basis. This refers to what is becoming known as mini-sabbaticals. During the academic year, school boards release teachers from their duties for a number of weeks, replace them by substitutes, and allow them to follow some intensive courses related specifically to the improvement of their teaching. Such mini-sabbaticals have been offered in Second Language Teaching, Reading, Writing, and Mathematics. Evaluations from such experiences are extremely positive. These specific courses seem to meet the needs of teachers and seem to have a direct impact on their teaching.

We have experimented also with technology in offering courses off-campus. Two courses, both in Second Language Teaching, have been given on cable television and are available as portable courses. The portable course concept has been very successful, more so than cable television.

The Faculty of Education has proven itself flexible in meeting teacher needs and in being open to new suggestions as to how these needs can be met, from developing new courses and programs to new means of delivering these.

8. Financing.

Financing of most of these activities is from the regular Faculty of Education budget funded through normal Ministry of Education grants to the University. No special funding is available to produce TV or portable courses, nor to offer courses off-campus. These activities certainly create budget strains and stretch the concept of creative accounting to its very limit. Some more adequate means of financing these activities should be considered in order to put them on a more stable basis rather than depending on ad-hoc arrangements.

The non-credit work is financed essentially from Ministry of Education grants made available to conduct workshops for professionals and administrators. Workshops for teachers are financed locally from Professional Improvement Committee funds. This financing is inadequate and these activities are in fact being supported in great part by the existing university resources which are made available at a very cheap rate.

Perhaps the total sum available for professional development is adequate on a provincial basis, but it is the various ways which these sums are distributed and made available to the teaching profession that creates a fiscal jungle. Perhaps some more rational distribution of funds might be in order.

Since the financing of all these activities comes from the regular Faculty budget, there are no sums specifically set aside for conception of new programs and courses, for the implementation of these activities and for evaluation and support. However, since professional development activities comprise an integral part of the total Faculty responsibility, Departmental Chairmen, Program Directors, Faculty Members and Administrators see the development of programs, etc., as a part of their task and act accordingly to support all our Continuing Education activities.

9. Specific Projects.

Specific projects that illustrate the growing edge of professional development activities have been described in the growth of off-campus and in-service work, and in the variety of workshops, consulting, and research activities provided. It is specifically those activities which take the university into the field of truly in-service work which are the growth areas.

10. Conclusions and Recommendations.

The current state of adult education for teachers would seem to be healthy. There is a broad spectrum of activities available, both credit and non-credit, and a growing participation of the users in their development. This participation is one element that should receive particular attention. There is need for more participation and for still closer collaboration between the university and those whom it serves. There is need also for an expansion of the in-service nature of our university services. Our work off-campus, mini-sabbaticals and the use of technology has barely scratched the surface of what is needed. Another aspect that has to be developed is the non-credit services available: workshops, short courses, consulting, and research. These activities are in their embryonic stage and should grow to meet the very real needs that are being expressed.

The faculty is taking active steps to pursue these goals and has developed within the faculty organization structures to facilitate this. The Associate Dean (Continuing Education) has overall responsibility for all Continuing Education activities, credit and non-credit, and for co-ordinating these with the Centre for Continuing Education and other agencies. Responsible to the Associate Dean are the Office of Part-Time Studies which looks after servicing of credit work,

the Division of Educational Leadership which co-ordinates workshops and consulting work and the Office for Research in Educational Policy which is responsible for research projects. This overall structure should be adequate to respond to almost any demands for professional development. The major issue here is to encourage within this structure the establishment of an even closer link with the profession and to add adequate resources as the need arises. The Faculty must take the initiative and be in a position to offer leadership in the field of professional development. Much remains to be done but the structure is there and the trend to innovation is well under way.

There are financial problems connected with the university response to the professional development needs of the teaching profession. The current financing available for credit courses is as adequate or inadequate as the financing of regular, full-time university activities. It should be considered entirely in this light. However, taking credit courses off-campus is another matter. There are substantial additional expenses here. Developing courses for TV and as portable courses is costly as is the general use of technology in distance education. Travelling and accommodation costs for professors who go to all regions of Quebec is also very costly as is providing services, such as the travelling library, to the students. This is particularly acute in far away regions such as the Arctic, Littoral, and Gaspé. Creative accounting and the participation of teachers associations and school boards in these expenses can only go so far. Therefore, the financing of off-campus activities should require special attention.

Non-credit work is not really financed adequately. Its activities rest on the availability of cheap resources in the university and minimal expenses by the users. As was mentioned above, the financing available for non-credit work is a fiscal jungle. Either the University moves into an entrepreneurial structure that charges the users what its services really cost or an additional means of financing these must be found.

Réal G. Boulianne

80-11-11

FACULTY OF EDUCATION and CENTRE for CONTINUING EDUCATION

OFF-CAMPUS COURSES, 1977-78

Programs and Courses

During the academic year 1977-78 (summer session excluded), the Faculty of Education, through the Centre for Continuing Education, offered courses off-campus in the following programs: B.Ed. (Cert. Teach.), Certificate in Moral and Religious Education, Certificate in Reading Instruction, Certificate in Second Languages Teaching, Certificate in Special Education, Certificate in Educational Media, Teacher Certification Program, Certification Program for Inuit Teachers. Furthermore, courses were offered also in the following disciplines: Educational Administration, Education in Science, Education in Mathematics, Music Education, Physical Education.

Registration

Off-campus courses made up 48.9% of all the courses offered by the Faculty and the Centre during the 1977-78 academic year and accounted for 49.8% of all the registrations. There were 229 courses in all with a total registration of over 5,369 (excluding summer session), and of these, 112 courses and 2,678 registrations were off-campus.

Regional Distribution of Off-campus Courses

<u>Region</u>	<u>Nos.</u>	<u>Sections</u>	<u>Registrations</u>
Gaspé Peninsula			
Gaspé	9		192
Magdalen Is.	2		22
		11	214
Eastern Quebec			
Schefferville	2		52
Sept Iles	3		34
Arvida	2		52
Quebec City	4		109
		11	247
Arctic Quebec			
Fort Chimo	5		120
		5	120
			.../

Montreal Area			
Baldwin-Cartier & Lakeshore	23	538	
Lasalle	5	129	
P.S.B.G.M.	19	501	
C.E.C.M.	1	5	
Laval	1	14	
	49		1,187
South Shore & Townships			
South Shore Protestant Regional School Board	6	176	
Taillon	1	7	
Franklin Centre	4	102	
Cowansville	4	105	
Lennoxville	8	213	
	23		603
Western Quebec			
Hull	13	307	
	<u>13</u>		<u>307</u>
TOTAL	112		2,678

Ways and Means of Delivery

Until last year (1977-78) all our off-campus courses were taught virtually in the same way as those on campus. Professors travelled to each region, generally on week-ends, lectured and conducted workshops and seminars in person. Although this is still true for the great majority of our courses, we have initiated a number of pilot projects to test new means of delivering these.

Last year, for the first time, a course was presented on cable television - Education 431-558, Teaching English as a Second Language - Secondary School. The course consisted of twenty-four 30-minute television programs complemented by a textbook, published notes, workshops and seminars, and a telephone answering service. This "educational package" was used also as a "portable course" and 431-558 was offered in this manner in Montreal, Arvida, and Scheffer-ville as a pilot project. This year the same course is being and will be offered on cable television, and as a "portable course" in Montreal, Chibougamau, Sherbrooke, Sorel, Fort Chino and other settlements in the Arctic, Quebec City, Baie Comeau, Sept Iles, and more requests are expected, e.g. Lachute, C.E.C.M. This is the same course that was seldom offered on campus in the evenings because of low registration.

Because of the success of this course and requests from M.E.Q. and school boards, another course, the teaching of french as a second language, is being prepared as a "portable course". It will be offered

.../

in the second semester of the 1978-79 academic year as a pilot project in Montreal, Hull and possibly Gaspé.

There is yet another experiment underway with a course in the teaching of reading, Education 427-523, Reading Instruction - High School. This will be offered in January using the Université du Québec television network. The course will be given "live" from a Montreal classroom-studio and broadcast simultaneously to Hull, Quebec City, Chicoutimi as well as to the Montreal audience. The system allows for two-way communication between the instructor and all the centres providing instant feedback, and interaction between the lecturer and students. This pilot project is receiving some financial assistance from M.E.Q. as well as the gracious cooperation of the Université du Québec. As with all our pilot projects, this one will be evaluated for teaching effectiveness and cost.

Summary

The requests for our Faculty to offer off-campus courses have grown rapidly in the last few years. In 1976-77, off-campus courses represented 40% of our continuing education offerings; in 1977-78, this had grown to 48%. This trend is continuing this year and is not likely to be reversed. The issue at hand for our Faculty is to offer these courses using the most effective delivery system possible at the most economical cost.

We have to make the best possible use also of our own limited human resources in order to reach these students, many of whom we could not serve otherwise.



Réal G. Boulianne

McGill University

The Alumnae Society of McGill University

Awareness of the community's needs and responsibility for responding to them have been high on the priority list of the McGill Alumnae Society since its inception in 1889.

From the soup kitchens for factory girls in the 1890's which led to the establishment of the University Settlement, to sponsoring library facilities in military hospitals during World War I, to initiation and operation of the Rooms Registry from 1949 to the early 1970's, the Society has responded readily.

For our Sesquicentennial project, the Alumnae Society sponsored a bilingual conference, "Issues and Opportunities for Women" which was enthusiastically received by the community. Many issues, including educational needs, were identified.

More recently, the Society's concerns have turned to academic matters, through our Continuing Education Committee, with establishment of:

- 1967-70 an evening diploma program for part-time teachers
- 1974-76 two management courses, "Introduction to Management for Women" and "Behavioural Dimensions of Women in Management"
- 1977-79 three Managerial Skill Development Workshops for Women in the Helping Professions

The last project has been important as an exercise in alternative modes of instruction.

The Alumnae Society has seen itself as a catalyst in initiating projects with the hope that the University will assume responsibility for them where possible.

THE ALUMNAE SOCIETY OF MCGILL UNIVERSITY
MONTREAL



POST GRADUATE CONTINUING EDUCATION FOR WOMEN IN THE HELPING PROFESSIONS:
A MODEL LIFELONG LEARNING PROGRAM DESIGN

Background

The Alumnae Society of McGill University, established in 1889, in its liaison role between the University and the Community has long advocated for educational opportunities for women. The Society was a founding member of the Canadian Federation of University Women, and the Canadian Congress on Learning Opportunities for Women, and is also represented on the Montreal Council of Women. Since the establishment of the Continuing Education Committee of the Alumnae Society in 1964, it has actively promoted continuing education on the McGill campus through its participation on the Senate and Advisory Committees of the Centre for Continuing Education.

Introduction: A Three Year Pilot Project As Model for Lifelong Learning

Over the past three years, the Alumnae has undertaken a demonstration pilot project to identify the continuing education needs of professionally trained women working in the traditional female professions and to explore the implementation process and educational approaches which would facilitate meeting these needs.

Following consultation with women graduates from nursing, social work, and physiotherapy, it was found that the impact of a complex post-industrial society has led to a need for new knowledge and training at all levels in areas other than an individual's discipline or degree. More specifically, it was determined that there was a common need for managerial skill development for all these professional groups.

In an effort to meet this need for skill development, the Alumnae Society, in co-operation with the Faculty of Management, the Management Institute, and the Centre for Continuing Education, developed three two-day Workshops in 1977, 1978, and 1979.

- | | |
|-------------|---|
| March, 1977 | "Management Skill Development for Women in the Helping Professions" |
| May, 1978 | "Managerial Development for Women in the Helping Professions: Interpersonal and Group Skills" |
| May, 1979 | " Managerial Development for Women in the Helping Professions: Human Systems Management Workshop" |

General Objectives of the Project

Based on relevant research of projects developed in the U.S.A. and Canada, the Alumnae initiated these Workshops to explore an alternative approach to adult learning which would aim to provide:

1. Resource staff to act as role models of the work place of men and women, i.e. one male and one female who were experts in their field to work together as a team, as well as work individually with smaller work groups within the program.
2. Resource staff sensitive to the needs of the adult learner, and also to women as adult learners, willing to design an innovative program to meet the expressed needs of the learners,
3. Ratio of resource staff to learner of 1:15 maximum in order to facilitate guided small group activities and immediate feedback to learners.
4. Program content developed with the resource staff based on the expressed needs of the participants prior to the Workshops and on the evaluation feedback provided after each program.
5. Program format which would encourage the active participation of the learner through pre-workshop assignments and preparation as well as experiential group practice sessions within the program. Self-directed learning modules as part of the program design to permit the participants to assume some responsibility for their own learning and the learning of others.
6. A process of program development involving the educational institution, resource staff, and the potential program participant which could serve as a model of lifelong learning program design.
7. A model of self-directed lifelong learning as an on-going and participatory experience based on the identification of learning needs by the individual participant.

Representatives of the Alumnae acted as co-ordinators of the pilot project as well as facilitators of the process and researchers. Reports of the process were made to the Workshop participants and the University at each phase of program development.

Feedback from Workshop Participants

Participants in each Workshop were invited to answer a mailed questionnaire to provide information on the following:

1. The extent of agency/organizational support received by the participants in the form of paid time off and/or registration fees.
2. Participants' perception of how the Workshop experience contributed to their own professional development.
3. Suggestions for follow-up programs.

Organizational Support

Information about the Workshops which was sent to individual agencies/organizations was not readily available to professional staff who could utilize the program. Respondents also reported that paid time off and/or registration fees were not readily available in many cases. The reasonable cost of the Workshops made it possible for participants to request funding or to decide to finance her own participation, including loss of time.

Perceptions of Workshop Experience

Respondents reported three areas of significant learning:

- a) managerial skill development
- b) organizational systems and bureaucratic processes
- c) personal and professional self-awareness

The factors which they reported as contributing to the learning experience were:

- the expertise of the resource staff; the role model provided by the female as a member of the team
- the experiential format of the workshops; self-directed learning model
- stimulation of a diverse group from related professions and organizations

Suggestions for Follow-up

Respondents supported the role of McGill University as sponsor of post-graduate continuing education programmes for professionals who are graduates of its professional schools.

A number of areas for further managerial skill development were identified.

Short term intensive two-three day programmes were suggested as the most time-efficient and stimulating and most appropriate for the purpose of skill building and problem-solving.

A Three Year Pilot Project: Implications for Future Post Graduate
Adult Education

The three Workshops initiated by the Alumnae Society as a pilot project: Managerial Skill Development for Women in the Helping Professions, have led to the following conclusions in relation to post graduate adult education:

1. Participants in the pilot project represented a group of highly motivated professional women, aware of the need for new knowledge and training in order to better carry out their managerial responsibilities and to further their career development.
2. Because of the impact of social change, there is a need to provide comprehensive cross-discipline programmes of high academic standard at a post graduate level in order to broaden professional skills.
3. In order to bring the University's resources and community educational goals closer together, active out-reach and information programmes must be developed to stimulate and support the input of potential adult professional learners in the process of identifying needs and developing programmes to meet these needs.
4. Innovative and flexible approaches to adult education must be developed to take into consideration the lifestyle of the adult learner in relation to: duration of programmes, scheduling, and assignment of academic projects for evaluation and awarding of academic credit at the appropriate level.
5. Resource staff responsible for delivering educational programmes must be aware of theories and principles of adult education and continuing education and be familiar with program designs which facilitate adult learning.
6. The costs of initiation, implementation, and evaluation of innovative programmes of adult education should be specially funded so that the total burden does not rest with the individual adult learner.

December 20, 1980

McGill UniversityContinuing Education Activities of the Faculty of MusicA. The McGill Conservatory

There are presently 75 adult students at the Conservatory, which represents 18% of the total enrolment. The McGill Conservatory offers basic instruction in music performance and theory to the Montreal community. Most of the students are of pre-university age but the Conservatory does provide individual lessons and classroom theory instruction for adults.

Private lessons are usually on evenings or Saturdays. There is a special theory and ear training course for adults (since they move at a faster pace than children): the Tuesday evening class enrolls 15. A class could be offered on Saturdays if there were a demand for it.

B. Concerts

McGill's Pollack Concert Hall is now firmly established with the general Montreal concert public. The Faculty of Music presents each year 300 concerts, all of which are open to the public and are free of charge (with the exception of the annual production of a complete opera). Attendance at the concerts given in Pollack Hall averages approximately 325 persons per concert (54% capacity). About 20 concerts are given off-campus each year.

C. Master Classes

The Faculty of Music sponsors each year a number of Master classes by internationally renowned artists. These classes are open to the public although it is usually necessary to charge an attendance fee. In 1979-80 Master classes were conducted by Kendall Taylor (piano), George Neikrug (cello), Elly Ameling (voice), Robert Aitken (flute).

D. Lectures, Demonstrations and Clinics

- . The Faculty of Music regularly offers lectures, demonstrations, and clinics covering a wide range of musical and musicological interests. These events are open to the public and are free of charge. The 1979-1980 session featured lectures by such prominent musicologists as H. Colin Slim, Hans Keller and Charles Rosen.

E. Special Student Enrollment and Mature Student Admissions Policy

In the 1980-1981 session, special students make up about one-fifth of the enrollment in the Faculty of Music (approximately 90 students). It should be noted that the age limit for acceptance into a degree program on a "mature student" basis is lower in the Faculty of Music (21 years of age) than in other faculties.

Each year a number of introductory music courses (requiring no musical training as a prerequisite) are offered by the Centre for Continuing Education. In the 1979-1980 session the following courses were given: Art of Listening, Parts I and II; Enjoying Opera; Opera World; and, Music and Song of the Romantic Period.

(The Centre can supply details of registration for these courses).

EXCERPTComments by McGill University in Response to the
Commission of Enquiry on Educational Leave and Productivity

To its own full-time staff McGill offers a wide range of possibilities for it to broaden its education and further its professional training.

All staff not only have free access to the university's library collections and may take advantage of the university's many public or semi-public activities - work permitting - but are entitled to financial assistance if they or their dependents attend courses at McGill. A description of the McGill tuition assistance policy is attached (see Appendix I).

A brief survey of full-time staff members who in the 1977-78 academic year registered in day-time and evening courses at McGill and requested tuition assistance shows that a very small fraction do avail themselves of the opportunities offered to them: 43 filed in requests for tuition assistance for day programs (83 course registrations) and 89 for continuing education (80 course registrations). The total number of non-academic staff - 2,866 - gives some idea of the small proportion these numbers represent - staff involved being essentially non-academic staff. While courses in Management, Accounting, Finance and languages (mainly French or Translation) appear to be most popular with McGill staff taking courses in the evening, the bulk of courses taken in the day-time is in Arts. About 1/5 of the courses taken through the Centre for Continuing Education and over 80% of the day courses for which tuition assistance was requested were counted towards a degree (about 4/5 of these day courses were taken towards a Bachelor's degree and 1/5 towards a Master's degree).

Mention must also be made of the French courses made available to McGill staff with a view to promoting the university staff's fluency in the French language (about 300 registrations yearly).

OTHER BENEFITS

TUITION ASSISTANCE POLICY

If you are working with the University on a full-time basis as an Academic or Non-academic staff member, you may be entitled to financial assistance if you or your dependents attend courses at McGill.

Before enrolling in any course, you must submit an application on the appropriate form. These forms can be obtained at the Human Resources.

This policy applies only to that portion of student fees specified as "tuition fee".

Non-Academic Staff Members

• **Day Courses:** Upon acceptance by a Faculty you may enroll, after securing the approval of your department head, and be permitted to take up to four one-half courses or two full courses during the normal work day over a period of 12 months.

• **Continuing Education Course:** You may enroll for up to four one-half courses or two full courses over a 12 month period outside the normal work day, and up to two one-half courses or one full course during the normal work day during a 12 month period. In each case, successful completion of the courses is a condition of reimbursement. The reimbursement schedule is as follows:
20%—up to 12 month's service
50%—up to three years' service
90%—more than three years' service.

Dependents of Non-Academic Staff Members

• **Degree or Diploma Course:** If you have been employed with the University on a full-time basis for at least one year your spouse or child(ren) may enroll in a regular degree or diploma program as a *full-time* student in one of the faculties of McGill and pay one-third of the normal course fee. The candidate must be accepted by the Faculty concerned and must maintain a satisfactory standing, as defined by the Faculty, in order to be eligible for the fee reduction.

OTHER BENEFITS

Academic Members

Dependents of Academic Staff Members

TUITION ASSISTANCE POLICY

(continued)

With the recommendation of your chairman, you may register for any of the following:

• **Faculty of Graduate Studies**—If you are a lecturer or a librarian and you are accepted by the Faculty, you may register as a half-time candidate or less and pay a reduced fee of \$25 per session.

• **Other Faculties**—You may, if accepted by the faculty other than the above, register as a half-time (or less) candidate for a degree.

• **Occasional Courses**—You may enrol in any McGill University course including Continuing Education courses and on successful completion of the course be reimbursed. You are able to register for up to four one-half courses or two full courses over a twelve month period. Your reimbursement will be determined as follows:

66-2/3% — up to three years' service
90% — three or more years service.

If you are a Professor, Associate Professor, Assistant Professor or a Librarian, your spouse or child(ren) may enrol in a regular degree or diploma program as a full-time student in one of the faculties of McGill and pay one-third of the normal course fee. The candidate must be accepted by the Faculty concerned and must maintain a satisfactory standing, as defined by the Faculty, in order to be eligible for the fee reduction. If you are a lecturer with one year of full-time service, your spouse or child(ren) are eligible under this section of the policy.

OTHER BENEFITS

TUITION ASSISTANCE POLICY

(continued)

In order for you or your dependents to be reimbursed for courses taken at the University, you must continue your employment with the University for the duration of the course.

If your courses are taken during the normal working day, you will be required to make up the time.

Your
"Dependents"
Include

- your spouse, provided he or she does not earn an income, and
- any dependent children living in the same household with you who are totally dependent upon you for food, lodging and education.

NOTE: IN THE EVENT OF YOUR DEATH AFTER YOU HAVE BEEN EMPLOYED ON A FULL-TIME BASIS WITH THE UNIVERSITY FOR AT LEAST TEN YEARS AS AN ACADEMIC OR NON-ACADEMIC STAFF MEMBER, YOUR DEPENDENT SPOUSE AND CHILDREN WILL BE EXEMPTED FROM ANY COURSE FEE.