



Necessity or Invention? Sources of Innovation in UBC Evening Courses

Scott McLean and Jyoti Gondek

CAUCE Annual Conference – Fredericton
June 2nd, 2010

Who we are:

- Scott McLean: Director of Continuing Education
- Jyoti Gondek: PhD Student in Sociology

What we will do in this session:

- Introductory conversations: innovation & creativity.
- Presentation: episodes of innovation in the delivery of evening courses at UBC.
- Small group work.
- Wrap-up discussion.

What we hope you will do:

- Recognize major periods of innovation at UBC.
- Reflect on the roots, apart from personal creativity, of such innovation: changing employment patterns; globalization; the evolution of postmodern culture; and institutional politics.
- Enhance your network of CAUCE colleagues, by spending time in small group discussion.

Introductory conversations

Form small groups.

Introduce yourselves, and share one experience with creativity and innovation in programming (e.g., developing a new program or course, or using innovative teaching methods).

University of British Columbia, 1936

- Established the Department of University Extension.
- Funded by a grant from the Carnegie Corporation.
- Began offering evening classes – distinct from the “extension lectures” which had been offered for nearly twenty years.

UBC evening courses, 1937-38

- General Botany.
- Amateur Gardening.
- Shakespeare.
- Music Appreciation.
- Some Problems of the Post-War World.
- The Modern Approach to Community Welfare.
- Poultry Husbandry.

UBC evening courses in 1940s

- Professional, liberal, and civic goals.
- Typically 15 weeks, one evening per week.
- Fee of \$4 or \$5 per course; open admission policy.
- Fewer than 12 courses per year before WWII, then from 30 – 40 courses per year.

Growth of UBC evening courses

- 1950-51: 52 courses with 1,815 enrollments.
- 1960-61: 166 courses with 5,759 enrollments.
- 1969-70: 6,642 evening course enrollments.
- 1979-80: 32,035 enrollments (includes daytime)
- 1989-90: 26,372 enrollments (includes daytime)

Innovation in UBC evening courses

- 1950s: business management programs.
- 1970s: 'new age' and women's programs.
- 1980s: information technology.
- 2000s: international languages and cultures.

Business management programs

- A small handful of courses in early 1940s.
- From 1947 to 1952, an average of 16 courses per year, to an average of 36 students per course.
- Programming area continued to grow in the 1950s and 1960s.

Business management, 1947 - 52

Courses for the General Public

- Business Finance
- Economics in Practice
- Economics and Public Policy
- Investment Analysis
- Marketing
- Personnel Management
- Public Utility Marketing
- Purchasing

Courses Leading to the R.I.A. Designation

- Accounting I
- Accounting II
- Business Mathematics
- Fundamentals of Cost Accounting
- Advanced Cost Accounting
- Industrial Legislation
- Industrial Organization and Management

From Shakespeare to Shiatsu

- Heritage of humanities programming at UBC.
- Since the 1930s, evening courses in literature, history, philosophy, and classical studies.
- Major innovation in program content in the 1970s.

New Age courses, 1970s

- Yoga, Biokinetics, and Body Awareness
- Ways of Centering
- The Spiritual Quest and Survival
- Workshop in Coming to Terms with Yourself
- Our Seven Vital Energies: Dare We Be Sane?

New Age programming

- We seem to be in the midst of a major paradigm shift in our culture transforming our traditional outlooks into something not yet clearly discerned, something akin to a new animism which seeks participation rather than control of our universe....This is contrapuntal intellectual fare of a new order emerging for reasons not fully understood but obviously related to the accumulation of seemingly insurmountable and unprecedented problems, dilemmas and crises facing world civilization. (CCE Annual Report, 1976-77, reflecting on changing character of humanities programming)

From sewing to senior management

- Heritage of women's programs at UBC.
- Courses in homemaking and handicrafts began in 1938, and expanded tremendously after WWII.
- Major innovation in program content in the 1970s.

Women's programs, 1970s

- Women's Resources Centre established in 1973
- Mandate of assisting women “to explore and assess opportunities to re-enter the worlds of education and employment, to develop personal potential, and to find and initiate community projects and involvement.”

Courses for women, 1979

- Travel for Business Women
- Assertiveness Training for Women
- Stress and the Dual Career Woman
- Between Freedom and Security
- The Princess Meets the Witch

Information Technology

- Programming began in early 1960s, with the evening course: “An Introduction to Digital Computers”
- Slow growth in IT programs in 1960s and 1970s.
- Major expansion and diversification in the late 1970s and early 1980s.

Information Technology

- The computer is a tool; a vehicle for moving facts and ideas. It allows us to make rapid connections among disparate sets of data, to access data from remote places, and to review enormous quantities of information in a short period of time. The technological breakthroughs and growth of the computer industry have had a profound influence on our home life, work environment, and the larger society in which we live. This fall, the Centre for Continuing Education will begin presenting a series of programs directed toward the continuing professional education of computer users and administrators. The series will also offer general level education for people interesting in computing for business and hobby (CCE Annual Report, 1978-79).

Information Technology

- Introduction to computers
 - Word processing / spreadsheets
 - Computer programming
 - Operating systems
 - Database applications
 - Networks and data communication
 - Information systems
 - Graphics and multimedia
 - Internet
- 1984: 29 autumn courses
 - 1991: 54 autumn courses
 - 1994: 119 autumn courses
 - 1994-95: 4,353 students

Language and Culture

- Second language instruction began in mid-1940s, with Russian, Spanish, and French.
- ESL programming started in 1960, with “Workshops in English for Newcomers.”
- Dramatic growth and diversification in the 1990s and 2000s.

Language and Culture in 21st Century

- Continuing Studies has offered courses in 12 European and 8 Asian languages.
- Certificate programs include those focused on languages, as well as on food and culture.
- Study travel programs organized for language learning, as well as for learning about culture, history, and nature in other countries.

Structuring creativity and innovation

- Residency and employment patterns.
- Women's participation in wage labor.
- Globalization.
- Post-modernity.
- Institutional politics.

Residency and employment patterns

- Proportion of BC population living in cities:
 - 1911: 50%
 - 2001: 80%

- Proportion of BC workforce in primary industries:
 - 1921: 30%
 - 2001: 5%

Employment by sector in BC, 2001

- Retail trade – 11%
- Health and social services – 10%
- Manufacturing – 9%
- Accommodation and food services – 8%
- Education – 7%
- Professional and technical services – 7%
- Construction – 6%
- Transportation and warehousing – 6%
- Public administration – 5%
- Primary industries – 5%

Women's participation in wage labor

- Women as a proportion of employed people in BC:
 - 1911: 8%
 - 2001: 47%

- Proportion of women in the labor market in BC:
 - 1951: 23%
 - 2001: 60%

Globalization

- In 2001, one-quarter of people in BC spoke a first language other than English.
 - 80% of these people spoke Asian languages.
- Travel.
- Mass media and internet.
- Economic dependence on international markets.

Post-modernity

- Stable identities tied to ‘traditional’ occupations (e.g., farmer and homemaker) are now less common, as people change jobs / careers more frequently.
- Homogenous cultural messages (e.g., CBC) have been replaced by numerous and diverse messages.
- Transition from ‘understanding our culture’ to ‘constructing a culturally meaningful identity’.

Institutional politics

- Professional faculties at UBC gradually took on direct responsibility for CPE:
 - 1960s: business and health sciences
 - 1970s: education, social work, agriculture, forestry, and law
 - 1980s: engineering, architecture, home economics, and librarianship

- Periodic budgetary reductions have been a factor.

Creativity and environment

- Philosophical debate of free will vs. determinism
- Sociological debate of agency vs. structure.
- “People make history, but not in circumstances of their own choosing....The tradition of all dead generations weighs like a nightmare on the brains of the living.”

Creativity and environment

- Innovation does reflect the creative energies of programmers, staff, and instructors.
- Innovation also reflects social and institutional roots:
 - Demand for programs is not random.
 - What UCE units can do is constrained by institutional rules and regulations.
 - What programmers can imagine is constrained by their cultural and technological milieu.

Small group work

- Thinking back to your own experience of creativity and innovation in programming, how was that experience structured by social or institutional forces?
- How can we best understand the interplay of environment and creativity?
- What are the practical implications of recognizing the constraints to our creativity in programming?