McGILL UNIVERSITY **BOARD OF GOVERNORS**

Memorandum

Office of the Dean
School of Continuing Studies
688 Sherbrooke Street West, Suite 1240
Montreal, QC, H3A 3R1
Tel: 514-398-6155

TO:	Board of Governors
FROM:	Professor Carola Weil, Dean, School of Continuing Studies
SUBJECT:	Overview of the School of Continuing Studies
DATE:	April 22, 2021
DOCUMENT #:	GD20-58
ACTION REQUIRED:	☒ INFORMATION ☐ APPROVAL/DECISION

ISSUE & EXPECTED OUTCOME

An overview of activities, initiatives and developments of, and engagement with the School of Continuing Studies is provided to the Board of Governors for information.

BACKGROUND & RATIONALE

Presentations feature regularly on Board agendas in order to keep Board members apprised of the University's academic and campus activities.

The presentation in Appendix A has been prepared by the Office of the Dean of the School of Continuing Studies (CSC) and provides an overview of the activities, initiatives and developments undertaken by the School.

Appendix B provides additional information, including:

I. SCS Mission, Vision and Values
II. SCS Concept Paper – Fall 2020
III. Peer Benchmarking Summary
IV. SCS Philanthropic Detail

ALIGNMENT WITH MISSION AND STRATEGIC PRIORITIES

Presentations of University Faculties apprise the Board of the University's academic priorities.

COMPLIANCE WITH UNIVERSITY POLICY

Presentations from faculties and schools are a regular feature on Board agendas.

COMPLIANCE WITH LEGISLATION/ EXTERNAL REGULATIONS

There are no external legislation requirements applicable.

RISK FACTORS	There are no risk factors applicable.
SUSTAINABILITY CONSIDERATIONS	
IMPACT OF DECISION AND NEXT STEPS	N/A
MOTION OR RESOLUTION FOR APPROVAL	N/A
APPENDICES	Appendix A: Presentation on the School of Continuing Studies Appendix B: Additional Information on the School of Continuing Studies

The School of Continuing Studies

Presentation to the McGill University's *Board of Governors*

April 22, 2021

Carola Weil, PhD
Dean of Continuing Studies

McGill | School of Continuing Studies

Continuing Studies @ McGill - 4 E's

- **E**xpands opportunities for the practical application of McGill research in the workforce and among diverse communities
- **E**xcels in adult learning that is
  - Market-responsive AND -generating
  - Learner-centric, flexible, AND experiential
  - Inter-generational AND lifelong
- **E**mpowers international and local community-based networks of diverse talent for the future

Excellence in work force development, professional & personal transformation

McGill | School of Continuing Studies

SCS @ a Glance

- Founded in 1968 – over 50 years serving Quebec and the world
- 6500 learners annually; 22,080 alumni in 98 countries
- 46 faculty members (CAS, non-tenured); 250+ sessional instructors
- 100 student and administrative support staff
- 66 programs and other educational activities; (27% online)
- 29 certifications/designations
- 87+ partnerships: 49 International, 28 Domestic, 10 First Nations/Inuit
- 25+ subject areas
- $21 million/yr budget

Some SCS Notables

Alumni:

- **Paula Keays**, Former President, McKesson CA
- **Patricia Saputo**, CFO, Placement Italcan Inc.
- **Denis Giangi** , President, Rolls-Royce
- **Antonio Cioffi**, Executive Vice President Stores, Lowe's
- **Christine Lengvari,** President and CEO, Lengvari Financial Inc.
- **Aaron Rand**, Radio Host, CJAD Radio
- **Scott Morgan**, Law and Professional Service Firm Advisor;
- **Jonathan Durocher**, President, National Bank Financial Wealth Management

Students:

Caitlin Heiligmann shortlisted for Montreal International Poetry Prize (2020)

Reza Filsoof, member of AI4Good 2019 Hackathon winning team for improved 311 Platform for City of Montreal

SCS team won Global Student Challenge in Supply Chain Management (Netherlands, 2018)

Instructors and Staff:

André Durocher, SPVM spokesperson (Insp. Ret.)

Éric Dupont, author, translator and runner-up for Scotiabank Giller Prize

John Gradek, National Media Expert on Aviation / Transportation Issues

Bruce Manson, 1st Course Lecturer to win Principal's Prize for Excellence in Teaching (2017)

Ana Milic, MCLL Program Administrator & CBC Montrealer of the Month

Sarah Wolfson, QWF A.M. Klein Poetry Prize (2020 – 2021)

SCS Learners

- Aged 18 - 100; majority of learners between 24 and 45
- 52 % immigrants/newcomers
- Substantial number already have at least one degree
- 30% of McGill's Indigenous learners (367 since 2015)
- 7-10% international students from 49 countries
- 1300 McGill Community for Lifelong Learning (55+ senior learners)

McGill | School of Continuing Studies

McGill | School of Continuing Studies

ADULT LEARNER PROFILES

CAREER BUILDER

"I need the tools, knowledge and confidence to start my career."

A career builder has some work experience and/or some education, such as an undergraduate degree, but is looking to further specialize so that they can set the foundation for a successful career.

CAREER REBUILDER

"I want to gain the skills, knowledge and confidence to restart my career in Canada."

A career rebuilder has skills, education and/or qualifications that are not recognized here. They are looking for the right path to help them restart their career in Canada.

CAREER SWITCHER

"I need the knowledge, skills and confidence required to launch my career in a new field."

A career switcher has an established career, but wants to change into a new field.

CAREER ACCELERATOR

"I want to enhance my skills and gain new tools to accelerate my career, be more effective in today's business world and make an impact in your organization."

A career accelerator is happy in their field, has reached a degree of success and wants the knowledge, tools and credentials to go further.

CAREER LIBERATOR

"I want to escape the 9 to 5 and have the freedom to work where I want, when I want."

A career liberator doesn't want to be tied down by a traditional job. Whether to travel, choose their own hours or take care of a family, they want the freedom to work on their own terms.

CURIOUS LEARNER

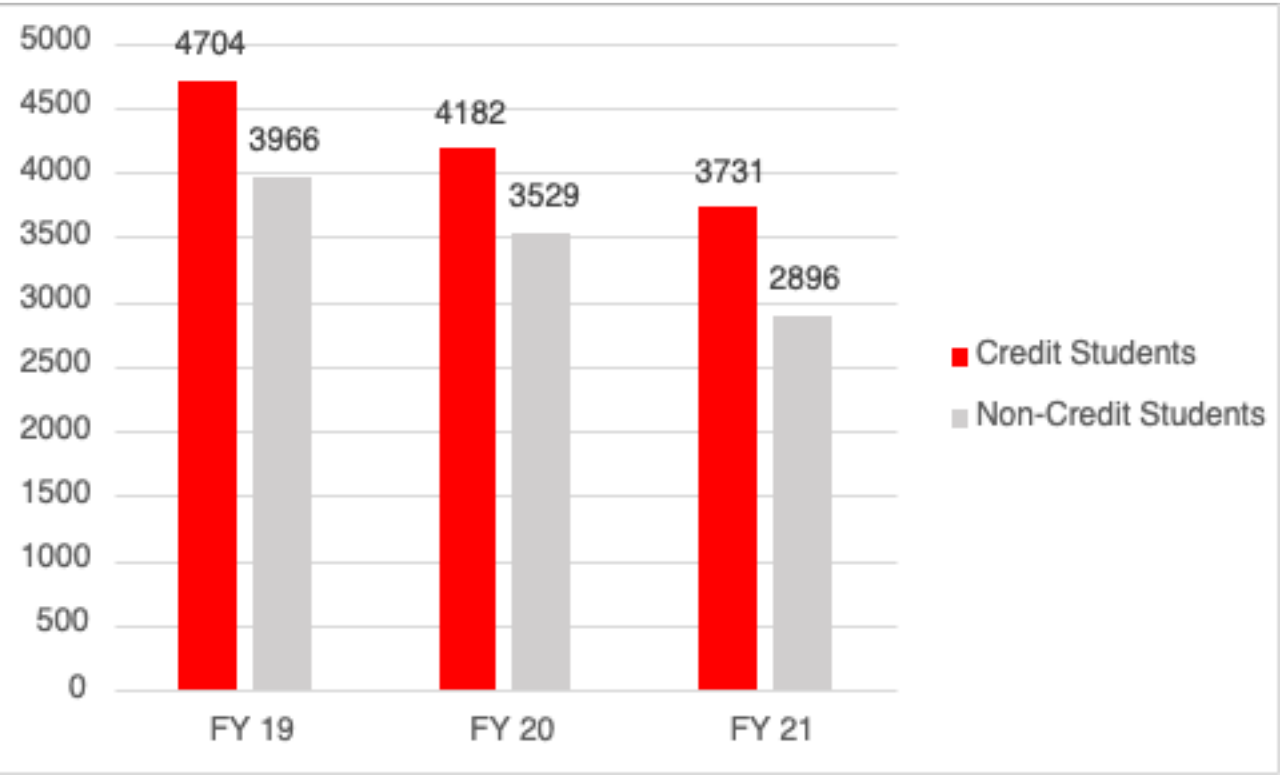
"I want to spend my leisure time enriching myself through the pursuit of knowledge ."

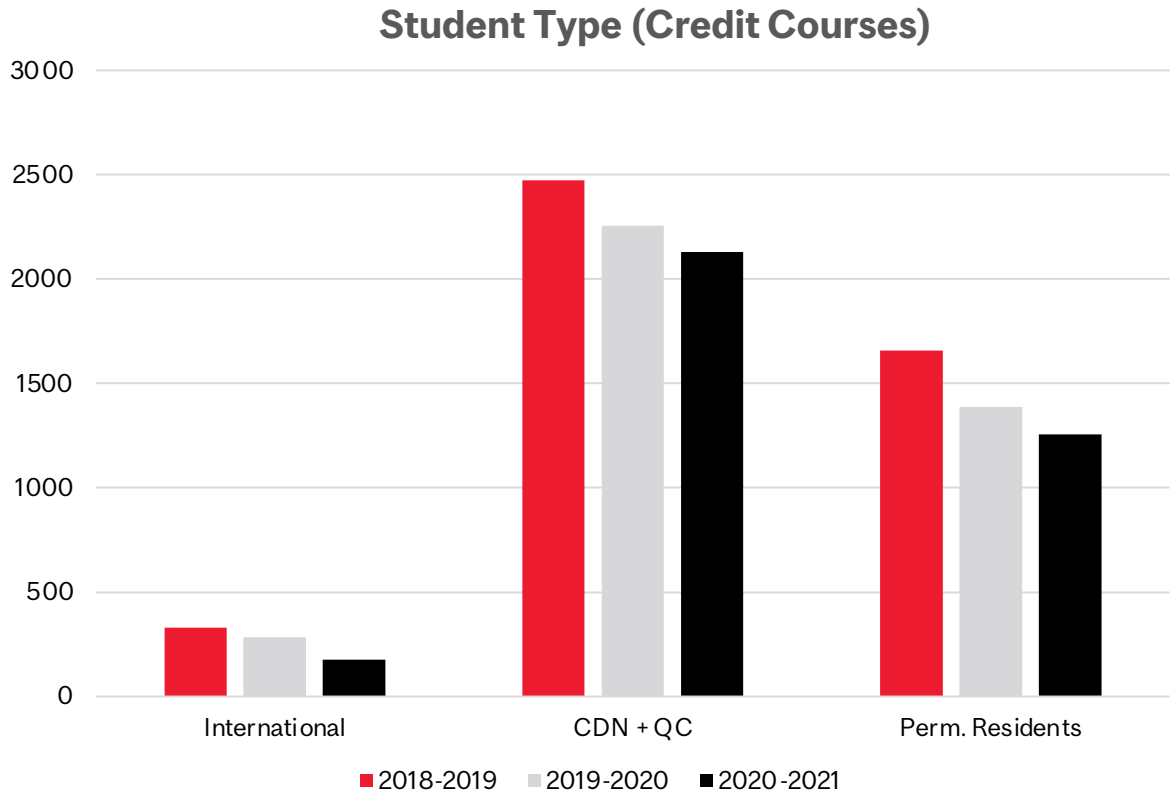
Curious learners learn for the joy of it. They may be studying a subject as a hobby or want to spend time learning when retired or semi-retired.

*Based on research from Emory University's Goizueta Business School.

SCS Enrollments

Student Head Count – Programs & Courses

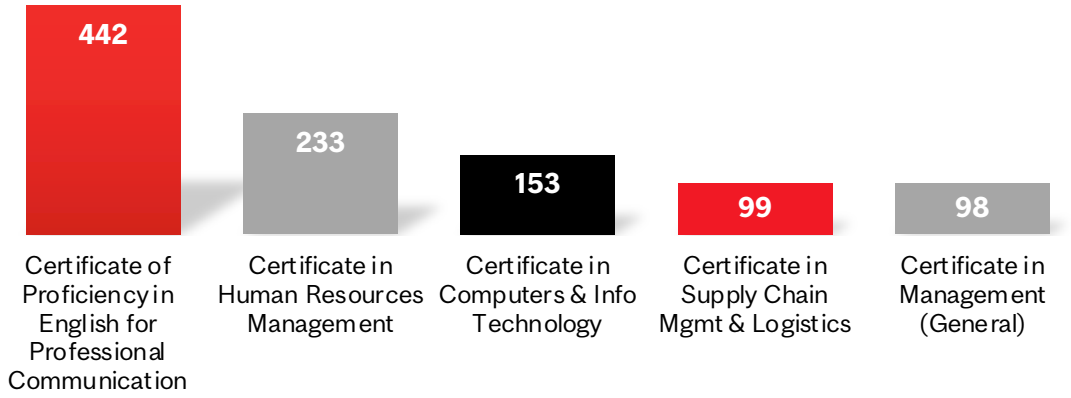




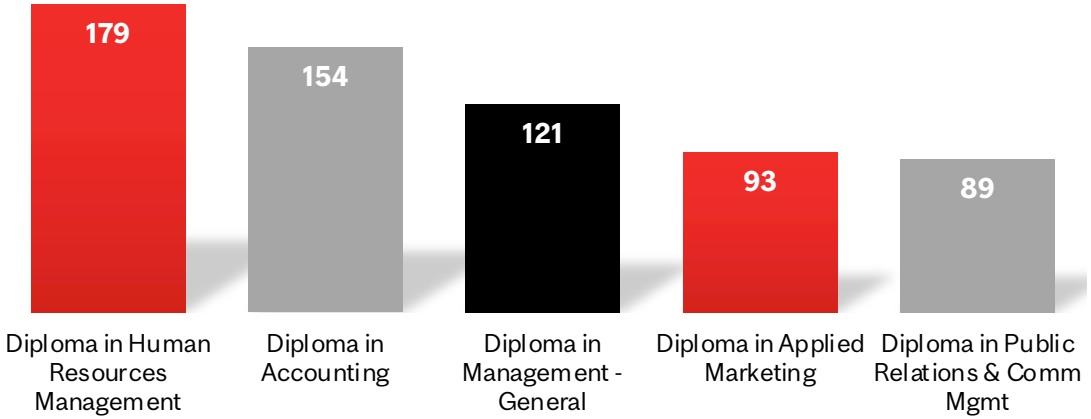
NB: The majority of SCS learners are part-time students; international students are full-time

SCS Programs Today

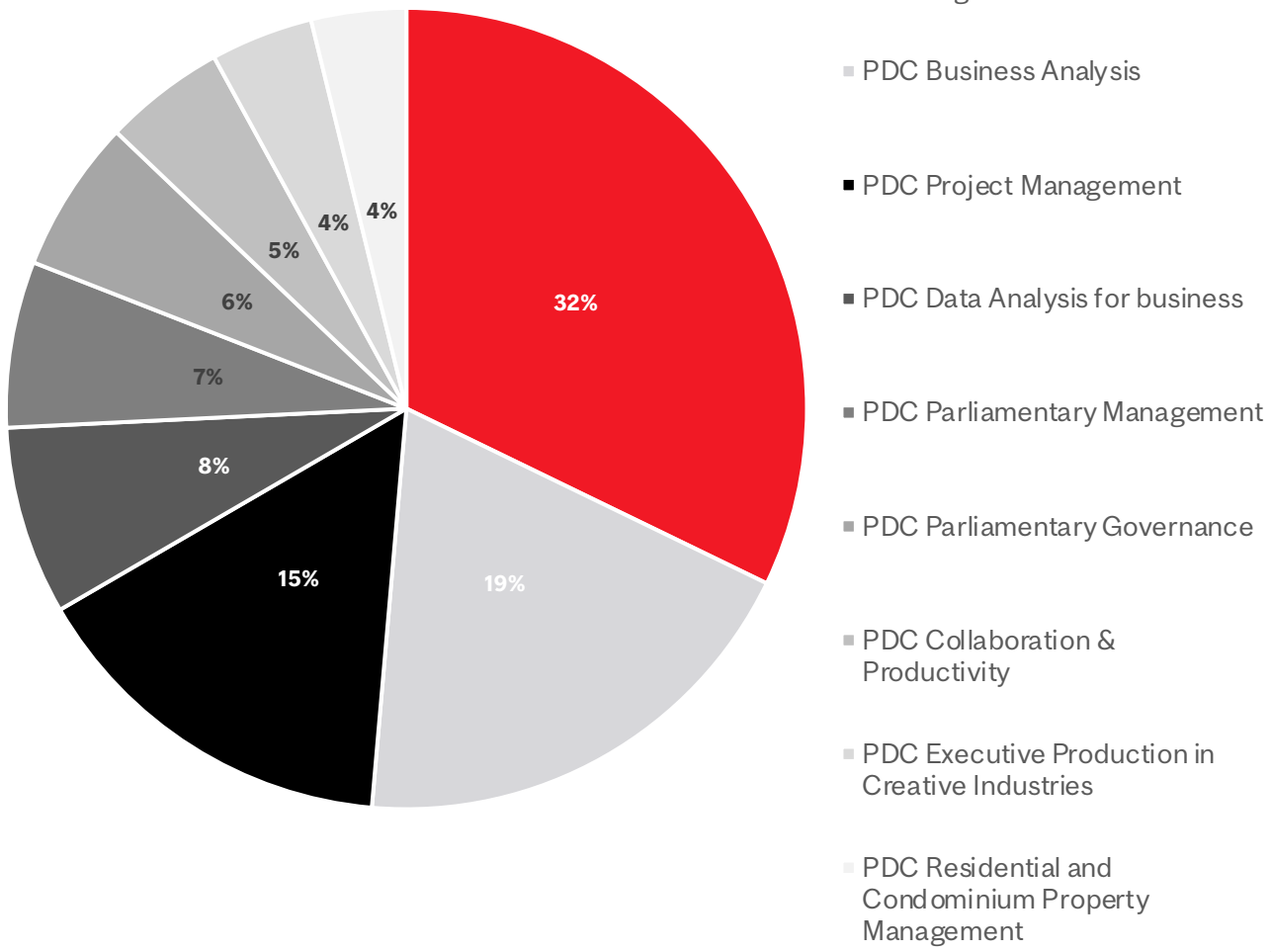
Top Undergraduate Credit Programs



Top Graduate Credit Programs

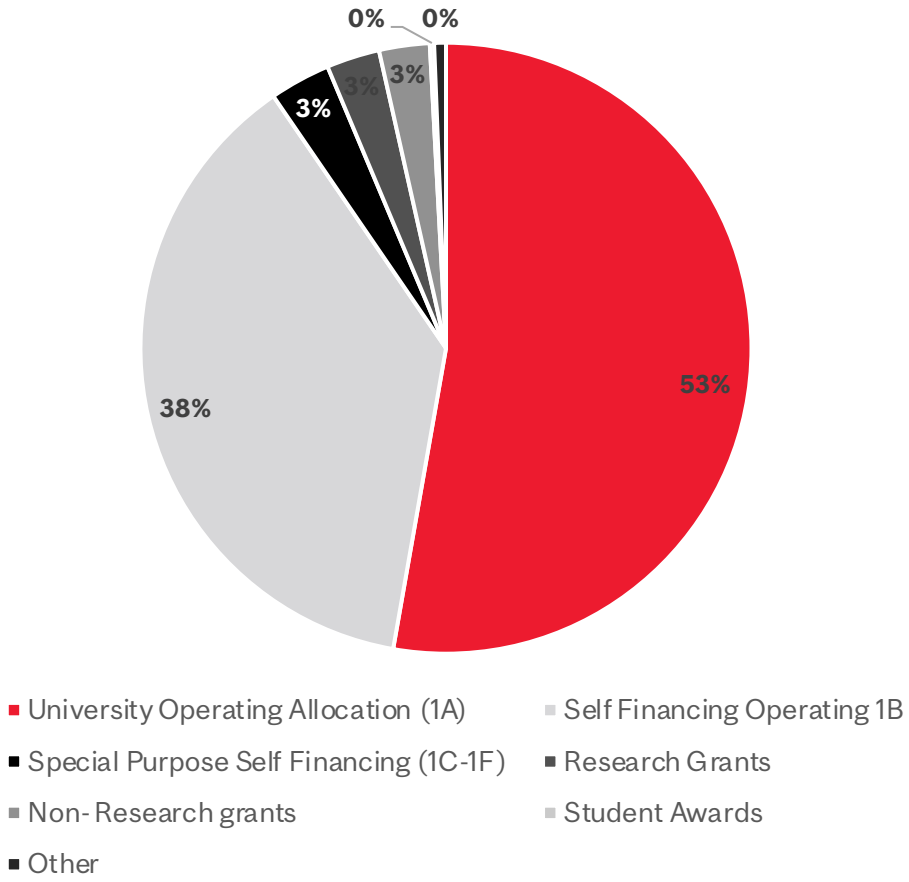


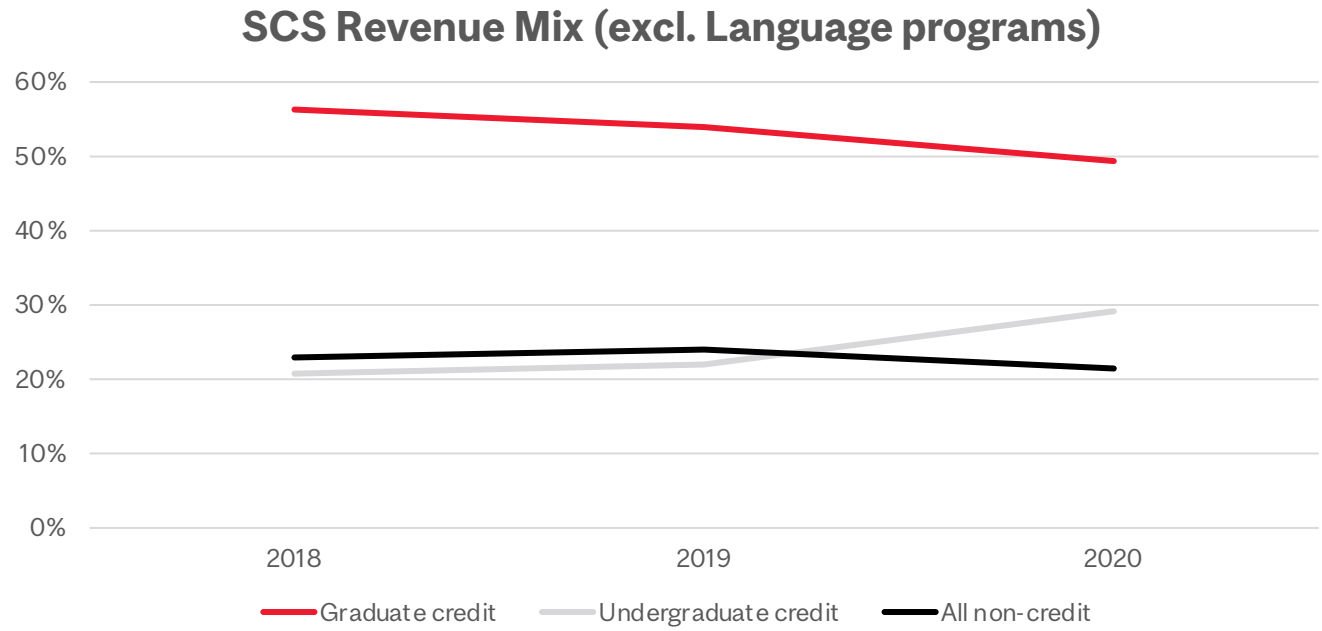
Top non-credit programs by revenue FY 2021)

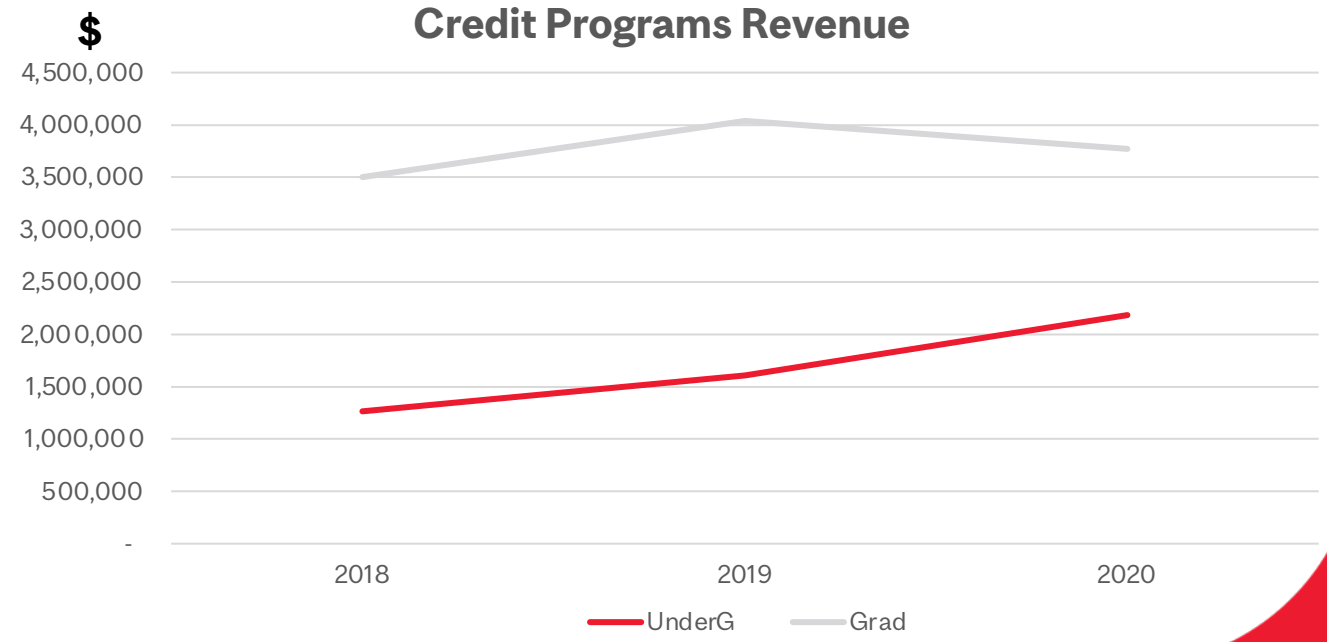


McGill | School of Continuing Studies

SCS Revenue Trends







McGill | School of Continuing Studies

SCS Community/Career Advancement

- ***Indigenous community professional development***
  - *Health & Social Service Management* Certificate
  - *Public Administration & Governance* Cert/Dipl.
- ***Language Acquisition Support:***
  - *Anglais Santé*: Award-winning innovative online program created with a multi-million dollar grant from Health Canada supporting 1000+ Quebec health care workers
  - *French @ Work* program for McGill University administrative employees
  - Created/Managed *Vivre en français/French Side at McGill* website.
  - *French language screening* for selected departments/programs in other faculties at McGill
  - *French for Medical Purposes* program.

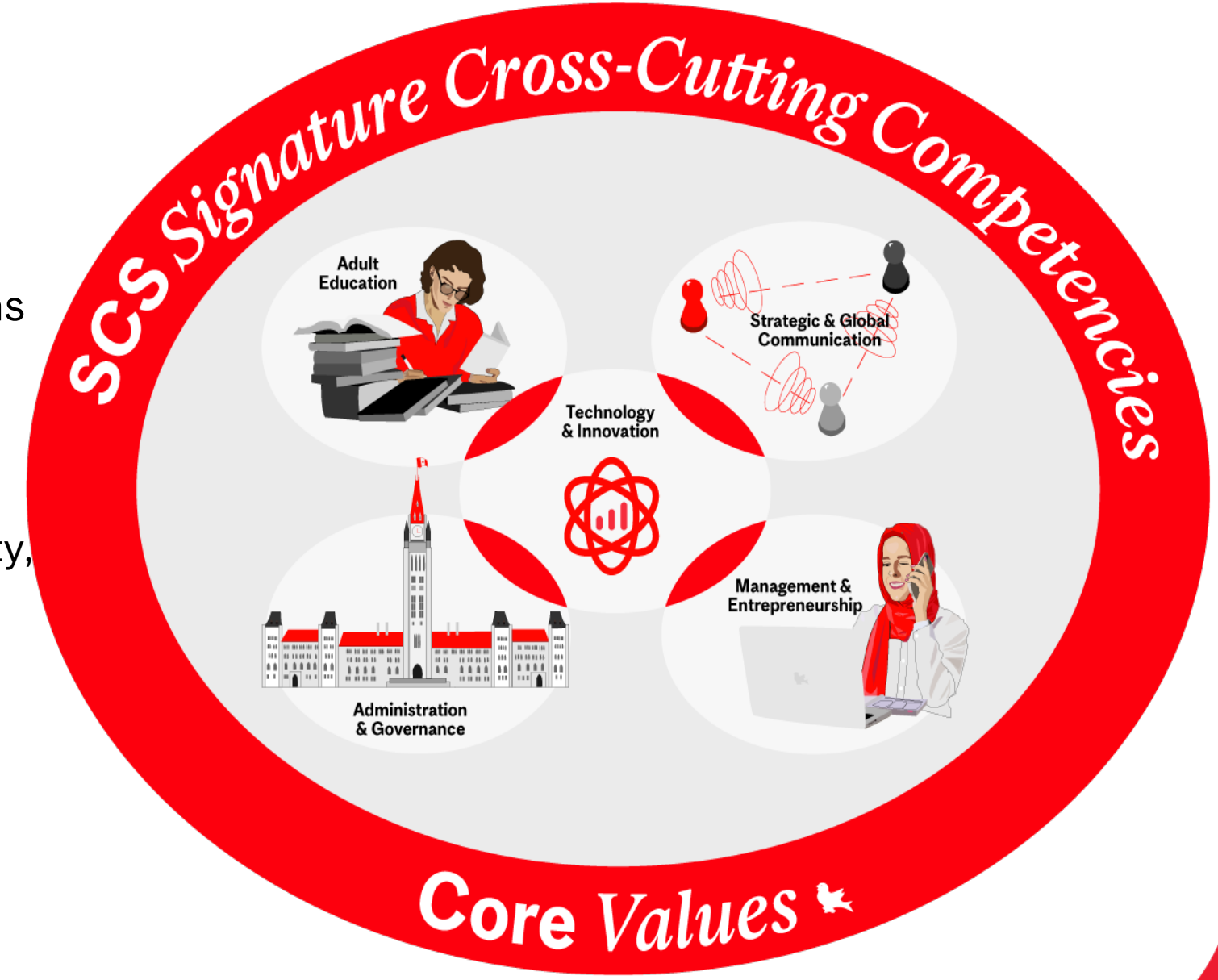
- ***Career Advising & Transition Services***
  - *Professional Transition Program* for mid-career professionals; 6-module program career roadmap
  - *Power Skills Summit :* 11K+ registrations from 55 countries; 80+ sessions

- ***McGill Community of Lifelong Learning :***
  - *Digital Literacy Campaign* to combat senior isolation during the Covid 19 Pandemic
- ***Grants & Philanthropic Engagement***
  - Department of Justice Canada
  - SSHRC
  - Health Canada
  - L'Entente Canada-Quebec
  - Mastercard Foundation Study Grant
  - Indigenous Relations and Northern Affairs Canada
  - CN – for Indigenous 360

McGill | School of Continuing Studies

SCS of the Future

- MSc(A) in Multilingual Digital Comm.
- Indigenous Relations Initiative
- Stackable/Flexible/Bridging Programs
- Personalised Learning
- Increased Online Program Delivery
- Emerging Areas for Innovation: e.g., integrated mobility, E-sports, sustainability, inclusive digital transformation, intercultural health care mgmt., public diplomacy
- STEM Prep Pathway Program
- Young Africa Works/MCF support



Future Opportunities & Challenges

Opportunities	Challenges
Pandemic disruption of workforce and society – new market openings	New Competitors (ed tech/private sector)
Rapid pace of change requirements for continuous "long-life" learning /on-off ramps	Unbundling of higher education
Governmental and Community Relations (SCS as "the best-kept secret")	Lack of adequate learning spaces
Thought leadership through applied research and public engagement	Lack of data and national standards
Diversified Revenue Streams	Cultivation of Philanthropy

School of Continuing Studies Presentation to the McGill University Board of Governors
April 22, 2021

Appendices

I. SCS Mission, Vision and Values
II. SCS Concept Paper – Fall 2020
III. Peer Benchmarking Summary
IV. SCS Philanthropic Detail

(Updated 2020)

McGill School of Continuing Studies Mission

Located in the heart of Montreal, the McGill University School of Continuing Studies offers diverse adult learners a path of life-long professional and personal transformation through innovative teaching, practical experience, and applied research. We empower learners, strengthen communities and support partner organizations to thrive in a world of fast paced change and technological advances with greater access, global mobility and adaptability. Together with our partners and alumni, we help shape the future of work and learning by building bridges across the University and beyond.

Vision

We will be a global university partner of choice for individuals, communities, and employers alike. We will offer the highest quality of experiential learning, inspire confidence and trust, enrich lives, and be recognized for our thought leadership at undergraduate, graduate and professional levels.

McGill School of Continuing Studies Values

We prize personal and professional **integrity** and **ethics** in all that we do.

We strive to achieve **excellence.**

We are **learner-centred and employer-responsive.**

We value and promote **inclusivity, diversity,** and **equity.**

We champion **innovation, entrepreneurship,** and **learning from experience.**

Office of the Dean
688 Sherbrooke Street West, Suite 1240
Montreal, Quebec, Canada H3A 3R1

Bureau de la doyenne
688, rue Sherbrooke Ouest, suite 1240
Montréal (Québec) Canada H3A 3R1

T: 514 398-6155
F: 514 398-2832
www.mcgill.ca/conted

School of Continuing Studies (SCS)' Approach to Program Development and Delivery

Carola Weil, PhD, Dean of Continuing Studies
(October 25, 2020)

I. The "Why" – An overview

As a continuing education unit based at a globally leading research university, SCS has a *responsibility* to be a thought leader and pioneer in the future of both learning and work. Accordingly, our approach to program development and delivery is guided by the increasingly plain fact that as individuals live longer, they need to be able to learn longer, more often, and more flexibly, and to graduate with adaptable *multidisciplinary*, cross-cutting competencies.

To this end, SCS programming is not intended to duplicate, overlap, or compete with programs in other faculties, but rather to complement it—for example, by **increasing** opportunities for "real-world" applications of research and scholarship. In relation to the other Faculties, SCS functions as a kind of integrator, floating across and connecting different units (Faculties and central units) within the University with lifelong learners and local communities across Quebec, Canada, and the world. At the same time, the School's own well-established community and international networks allow us to **add** knowledge from sources **outside** the University that ideally expand McGill's intellectual and human capital—for example, by embedding working professional expertise and experiences into the curriculum.

Through a **coherent set of signature programs** that both reflect and complement McGill University's core values, mission and knowledge strengths, our purpose is to

a) **expand opportunities** for the practical application of McGill research in the workforce and among diverse communities, including underserved and underrepresented groups, especially Indigenous learners;

b) develop and deliver **flexible, creative program** options, centred on the needs of adult and other "nontraditional" learners, with emphasis on **interactive/experiential digital** and **mobile learning** modalities;

d) be both *market-responsive* (address current needs), but also *market-leading*—for emerging needs not yet clearly articulated or in areas of prospective substantive and economic growth**;**

e) lead advances in (i) **experiential learning** supported by co-curricular career advisement, and (ii) the **measurement of competencies** (skills) acquired.

c) **increase the diversity of human talent and financial resources** (e.g. through additional revenue from partnership programs) available to the McGill community for innovative instruction to 'non-traditional' audiences such as adult learners, visiting international students and other lifelong learners;

II. The "How" – Structure/Implementation

ALL SCS programs are designed to *reach the learner where they are*, thus underscoring the critical need for modular, flexible, as well as mobile and digital (e-)learning models.Working in partnership with fellow Faculties and central support units (both through the participation of faculty members, graduate students and post-doctoral fellows, and the adaptation of content), SCS ideally *builds content once and then delivers that content in a variety of formats*–ranging from short-formats (workshops/webinars/ courses/non-credit certificates) to credit-bearing graduate certificates and diplomas to full-length, nonthesis professional graduate degrees. SCS should also always offer some courses and programs that appeal to current and new communities of learners at different stages of their careers and lives, as well as to domestic and international partners. These offerings may often have a shorter shelf-life than a traditional program or degree, or may be created to allow for maximum flexibility of content and format (e.g., plug and play frameworks for graduate certificates and degrees).
In line with our mission and purpose, SCS thus functions as:

1. A provider of a **signature set of programs** that are **experiential**, accompanied by co-curricular academic and career advisement, and **distinctive** in their use of innovative, interactive technologies (AR/VR etc.) and instructional design. Each new program is developed on the basis of market research and input from a program committee of experts drawn from industry and across the University. Programs are assessed internally on the basis of their alignment with strategic priorities and a set of five criteria: Institutional Fit, Learner and/or Market value, Competitiveness/Timeliness, Feasibility/Sustainability, and Return on Investment. Programs are then subject to rigorous School-wide and University-level approval processes.

2. A **gateway for equitable access to high quality, relevant education** for specific audiences of lifelong learners (adults, visiting international, underserved and underrepresented populations, ie. Indigenous communities, newcomers, racialized individuals) that might not otherwise or soley be served by McGill University's other faculties for a variety of reasons. SCS programming is such that we can provide educational opportunities to and support a learner for their **entire learning/career lifecycle,** from short courses and certificates to non-thesis professional graduate degrees. This approach can extend to course/degree offerings from other faculties/units for which we can also provide wrap-around, 360 advisement/learner support services.

3. An **entrepreneurial incubator/testbed** for emerging cross-disciplinary subjects, experiential and adult pedagogy, flexible program delivery, and technology-enhanced learning (innovation mission) in keeping with SCS's role as an integrator. Together with our campus colleagues, SCS can *pilot or test new content areas, new formats, and new market*s (e.g., around digital transformation) in a non-credit setting and/or by using temporary contract staff before making long-term investments in credit-bearing programs or permanent, fulltime staff. Such pilot projects can then be converted into longer-term credit programs, or incorporated into stackable programs or other activities, offered either in or with partner faculties/units as appropriate.

4. A **"translator"** and "market driver" for McGill University. SCS **translates** McGill R&D into applied formats and educational opportunities, and complements the R&D and teaching in the core disciplines by
(a) *adding* related content that allows "lay" users to benefit from the intellectual capital of McGill University, (b) bringing *new audiences*, partners, and resources to the University, and (c) filling in knowledge/skills needs gaps that might not currently be met by other faculties.

III. Current and Future Program Development/Peer Benchmarking

SCS is in the process of aligning its programs to be competitive with other U15/R1-based continuing education institutions across North America in particular. In response to the 2019 Canadian Federal Budget, the U15 emphasized the importance of "continuing studies programs and other adult learning initiatives" through which "Canada's research universities make a unique contribution in enabling Canadians to anticipate and adapt to changes in the workforce."[*]

Three trends define the role of SCS: 1) In the US, many such institutions had already shifted to (typically **non-thesis) graduate degrees** with nomenclatures ranging from M.Sc. to MA to executive master's or Master of Professional Studies. In Canada, the demand for professional (non-thesis) master's degrees is still in the early stages but growing (8 out of 26 members of the Canadian Association of University Continuing Education (CAUCE) offer master's degrees—see *Appendix I for examples of U15/R1-based CE*

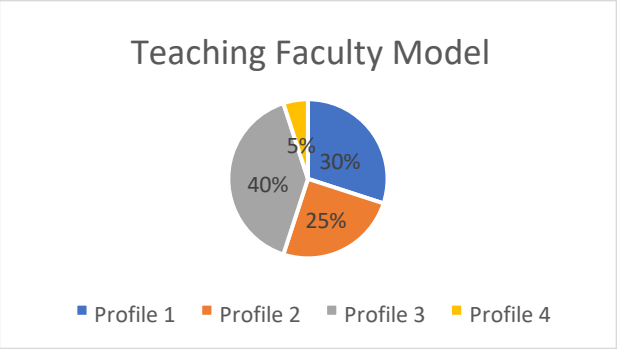
[*] U15 Canadian Research Universities. "Statement - U15 Welcomes Investments in Skills in Budget 2019" Posted on Mar 19, 2019 http://u15.ca/what-we-are-saying/statement-u15-welcomes-investments-skills-budget-2019.

institutions offering graduate degrees). 2) To meet employer demand for **better integrated skills and knowledge education**, we seek a more seamless transitions from non-credit to credit programming, eg. by embedding non-credit content in credit courses/programs or through competency based/prior learning assessments; as well as integration of CE based credit courses into traditional degrees. 3) Accelerated by the current pandemic, select university-based online learning is everywhere but demands for interactive, personalized learning remain underserved.

The majority of North American continuing education faculties also provide **degree completion** at the undergraduate level (bachelor's) and **gateway/pathway programs** (language and/or STEM acquisition) for international students (predominantly undergraduate) and students from underserved communities. McGill SCS currently offers the latter on a limited scale. However, given the University's limited capacity to expand undergraduate enrolment in degree programs at this time, SCS will focus primarily on graduate and professional education.

III. The "Who"

SCS TEACHING FACULTY MODEL



Profile 1: SCS Scholar-practitioners (CAS Assistant/Associate/Full Professors/ Faculty (Sr.)/Lecturers)
Profile 2: Tenure-track faculty who remain current in the industry (McGill professors or adjunct professors from other universities)
Profile 3: High caliber practitioners, many of whom hold prominent industry positions (Professionals/Course Lecturers)
Profile 4: McGill Postdoctoral students

****

Appendix

U15/R15 graduate degree benchmarking data (sample)

- University of Alberta's Faculty of Extension offers two master's degrees: https://www.ualberta.ca/extension/graduate-studies. ○ Columbia University's School of Professional Studies: 17 master's degrees (16 M.Sc. programs including an M.Sc. in Strategic Communications)
- University of Chicago's Graham School of Continuing Liberal and Professional Studies: 4 master's degrees (3 M.Sc. programs and 1 M.A.)
- NYU's School of Professional Studies: 20 master's degrees (all M.Sc. programs, including Translation) ○ University of Pennsylvania's College of Liberal and Professional Studies: 10 master's degrees, each of which has a specific designation related to its respective field of study
- Georgetown University's School of Continuing Studies: 6 masters of professional studies
- Brown University's School of Professional Studies: 4 executive master's degrees

School of Continuing Studies Benchmarking (Preliminary, 2021)

Our Peers

Currently, there are no rankings for continuing education schools. In addition, benchmarking data is not readily available. However, in Canada, McGill SCS would typically look to leading continuing education faculties & U15 universities both as competitive and aspirational peers, in particular the following:

University of Alberta
Athabasca University (for online activity)

University of British Columbia

University of Calgary

Concordia

Hautes Études Commerce (HEC) - Montreal

McMasters University

University of Manitoba

University of Montreal

Ryerson University (for online activity)

University of Toronto,

Western University

York University

McGill School of Continuing Studies is a member of the Canadian Association of University Continuing Education (CAUCE) Please see the website for a complete listing of member institutions: https://cauce-aepuc.ca/membership/current-members.php.

N.B.:

- Most CE institutions offer either primarily credit or exclusively non-credit programs. McGill SCS is in a small minority of institutions offering both at comparable levels with a relatively even split in revenue (see also U of Toronto)

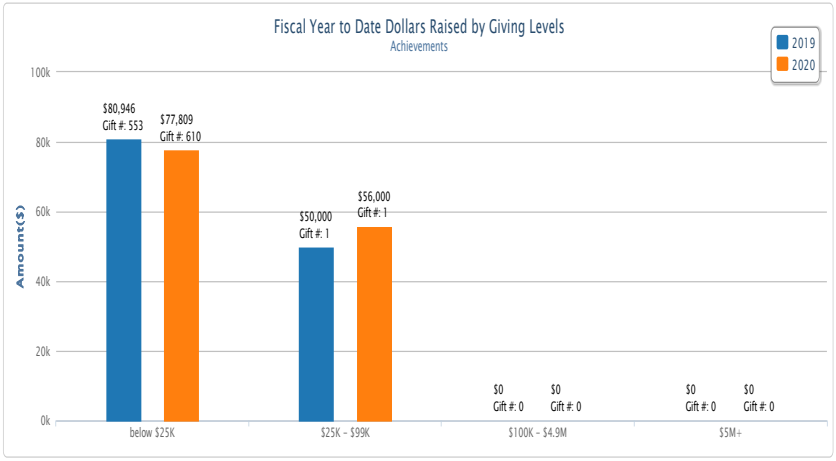
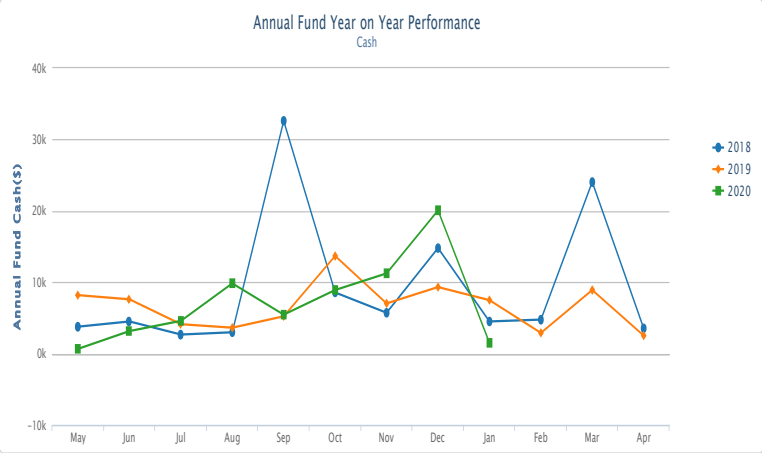
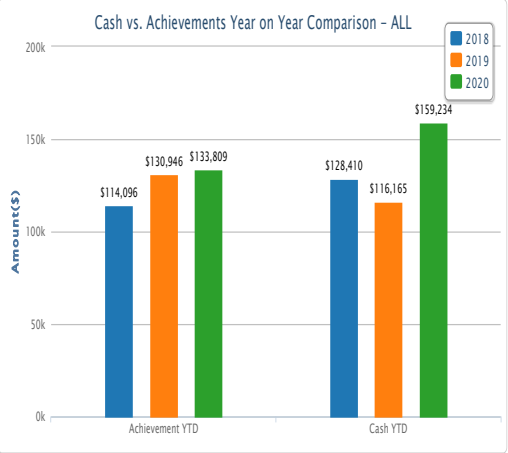
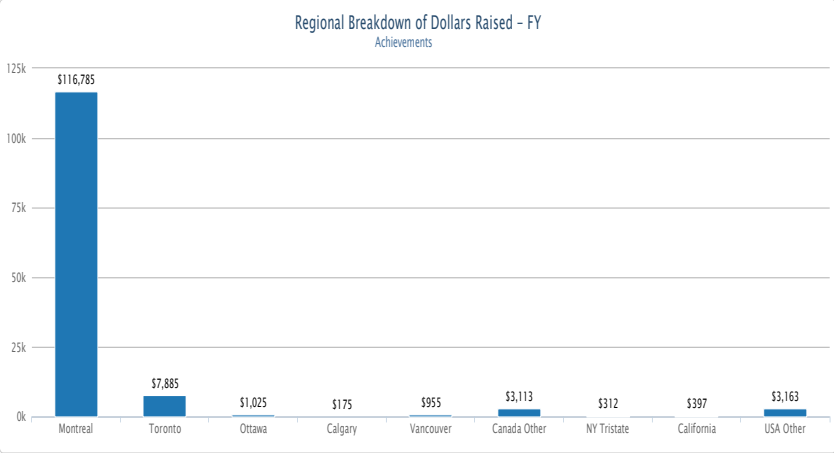
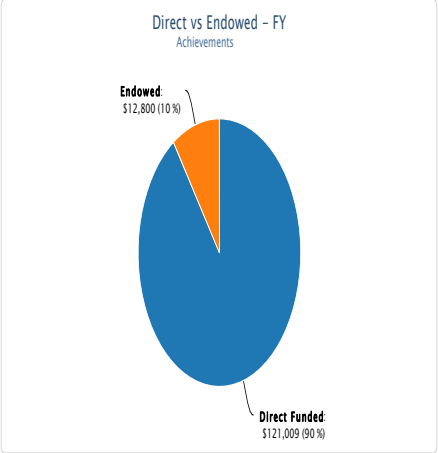
- HEC and UdeM offer stackable certificate credit programs. Concordia only offers non-credit programs.

- One of the most significant sources of student registrations in CE faculties typically is undergraduate degree completion and pathway programs for conditional admission (particularly for non-native English or French speakers). McGill SCS currently offers neither

University Advancement
McGill University

Faculty/Unit Progress Report - Financial Indicators - Continuing Studies (PERF_014)

Facult/Unit Performance (achiev.)	
Annual Faculty/Unit Goal	$300,000
Current Fiscal YTD	$133,809
Variance	$(166,191)

FY Performance by Source (achiev.)	
Alumni	$50,715
Corporations	$56,300
Foundations	$5,000
Other	$17,882
Parents	$3,912
Total	$133,809

FY Performance by Fund (achiev.)		
Fund	Donors	Dollars
Major Gift	5	$63,800
Annual Fund	461	$65,009
Planned Gift	1	$5,000
Total	467	$133,809