

# **Program Review of the Division of Continuing Education at the University of St Michael's College (Final Report)**

January 24, 2017

## Mandate for the Continuing Education Division as originally expressed

- To serve the lifelong learning interests of the Alumni of St Michael's college particularly in the traditional college areas of literature, philosophy, religious studies and the classics.
- To meet the professional development needs of more than 100,000 Catholic educators in Ontario's Catholic school system, thereby contributing to St. Michael's role as a significant senior partner in Catholic education.
- To meet the professional learning needs of alumni and others in business, health care and social services, with a particular focus on ethics and social justice, and to offer ongoing professional development to those in various positions of lay ministry in a Catholic setting

## Previous Certificate (professional development) Programs

- Corporate Social Responsibility (introduced in 2000 – continues to be offered and is, in fact, growing each year. This program was comprehensively reviewed in 2014 and is not substantially addressed as part of this review)
- Canadian Certificate in Youth Ministry Studies (introduced in 1990 – suspended in 2014)
- Catholic Leadership Programs: Health, Education and Social Services (introduced in 1994; suspended prior to 2012)
- Catechesis of the Good Shepherd (introduced in 1996; Certificates continued to be awarded by St. Michael's until 2015)
- Chaplaincy Programs (introduced in 2002; suspended prior to 2012)
- Governance Certification for Catholic school trustees (introduced in 2010; last offering in January 2014. Program offered by Ontario Catholic School Trustees Association – OCSTA – in partnership with 4 Catholic Universities: St. Mike's, King's, U of Sudbury and St. Augustine's.)

- **Stakeholder consultations to consider the mandate and its ongoing relevance -- September 2016 – January 2017**

To date conversations (in person or by telephone) have been held by either Mimi Marrocco or John Kostoff with the following:

Within USMC:

Dean, Faculty of Theology  
 Professional Librarian (Noel McFerran) at Kelly Library  
 Continuing Education Program Manager (Laurel Ann Finn)  
 Current continuing education participants (survey)  
 Dean, Loretto College  
 Individual Faculty members (Arts and Science, Theology)

External Consultations:

Director, Mary Ward Centre (at Loretto College)  
 Sister Evanne Hunter IBVM  
 Executive Director, Catholic Charities (Archdiocese of Toronto)  
 Executive Director, Ontario Catholic School Trustees Association (OCSTA)  
 Director of Catholic Education, OCSTA  
 Executive Director, Institute for Catholic Education (ICE)  
 Catholic School Principals of Ontario (CPCO)  
 Ontario Catholic School Supervisors Association (OCSSA) –  
 conversations between Exec. Director (John Kostoff) and various individual members  
 Representatives from St. Jerome's University, University of King's College, St. Augustine's Seminary  
 Director, Center for Ministry Development (U.S.A.)  
 Director, Canadian Catholic Bio-Ethics Institute

Participants in General Interest courses currently offered by USMC continuing education: 40 responses to survey distributed in November, 2016

### **Assessment of Needs:**

Based on conversations to date (as noted above) there appears to be an ongoing need for professional development to enable better understandings of the Catholic faith for teachers employed by Ontario's Catholic school boards, for front line workers in Catholic social service agencies and for health care professionals working in Catholic hospitals and long term care facilities.

Additionally, programming of the kind that was previously introduced at St. Michael's continues to be identified as "of significant interest" to the Catholic community:

- e.g. focus on ministry for youth
- ongoing opportunities for professional development for school chaplaincy team members
- Catechesis of the Good Shepherd formation programs
- Catholic Governance Certificate programs for School Trustees
- Catholic leadership programs that include (among other topics) discussions of ethics, canon law, and the evolution of Catholic education, health and social services in Ontario

While there may in fact be a need for such programs, what emerged from conversations with **current Catholic education leaders** (i.e. supervisory officers, directors and principals) was:

- a) A lack of awareness of USMC as a provider of professional development opportunities for Catholic educators. Those interviewed had little first hand knowledge of continuing education offerings and assumed that programming in recent years was intended primarily (if not solely) for lifelong learning by St. Michael's alumni
- b) A lack of confidence in professional development programs **unless** certified by College of Teachers
- c) Reluctance to defer to higher education specialists who may lack practical experience or who have never been part of the Catholic education system in this province
- d) Perceived reluctance by teaching staff to enroll in programs that required "in person" regular (i.e. weekly) attendance at a time when many AQ (Additional Qualification) courses are available in modular format, online, or in a blended format that includes occasional in person meetings along with online work.
- e) There was an openness expressed to the idea of conferences or symposia hosted by Ontario Catholic Universities in general and by St. Michael's in particular.
- f) Other organizations have taken responsibility for catholic education and leadership over the years in the area of professional development. While the area may be crowded with providers a unique place still exists for St Michaels.

### **General Interest Program survey results:**

Current Participants were asked to identify by Age, Gender, Employment status (asked to indicate if they are or were teachers) and relationship to St. Mike's.

The main focus of the survey was to ascertain the level of satisfaction and of ongoing commitment to CE at St. Mike's, the subject areas of greatest interest, and the level of awareness of St. Mike's as a Catholic University with a distinctive mission and culture.

Total # of responses: 40

Of these , 38 (95%) are from individuals who listed their age "over 60". 30 of the 38 (78%) are women and 8 are men.  
1 young lady (under 40) responded as did 1 relatively young gentleman (40-60)

Neither of the two respondents "under 60" identified themselves as teachers. One lists "part time" employment, while the other declined to say.

**Worth noting:**

Only **one** respondent identified herself as a St. Mike's graduate. (class of 1961)

One other respondent indicated that she is a graduate of Victoria College (1959)

While none of those who completed the survey are currently working for a Catholic school board (in any capacity), **2** identified themselves as former teachers who heard about the program through the TCDSB, and **1 other** (the Victoria College grad) indicated that she was a retired teacher, formerly with the TDSB.

While a few respondents indicated that they had first heard about St. Mike's Continuing Ed by way of a publication (e.g. brochure at the library or Word on the Street literary fair) most learned of the programs initially from a friend. Once they enrolled in a course, they just kept coming, apparently, for many years and for many courses.

There was general consensus that the courses were valuable and that survey respondents would recommend St. Michael's to other lifelong learners. Primary reason given: **high quality** of both instructors and subject matter. Respondents also highlighted the reasonable cost of St. Michael's courses, the friendly atmosphere and the creation of a community of lifelong learners.

Only **8** (20%) of the respondents stated that they were **aware** of the mission of the University of St. Michael's College, and of the **8, FIVE** answered "yes" that the awareness contributed to their decision to participate.

Subject areas of interest (listed on questionnaire) were ranked in order of preference as follows:

- 1) Literature
- 2) Art and Architecture
- 3) Music
- 4) History
- 5) Ethics
- 6) Film
- 7) Philosophy
- 8) Politics and Economics
- 9) Religious Studies
- 10) Creative Writing

### **Continuing Education Funding Models**

Based on information gathered from the Canadian Association of University Continuing Education (CAUCE) and its American counterpart, University Professional and Continuing Education Association (UPCEA), the most common model for funding non-credit continuing (community) education is that of individual program cost recovery. As was the case at St. Michael's back in 1986, seed or "start up" funding may come by way of an initial donation or the establishment of an endowment to cover administrative costs, with the expectation that programs will then become self sustaining. Once revenues are sufficient to meet all costs (including administration and overhead) the overage (or a predetermined percentage ) is contributed to the University's revenue stream.

Worth noting, however, is that rarely do general interest (or community) programs generate sufficient funds to become actual revenue sources. Rather, those CE units that offer professional development certificates (non-degree **credit**) and **degree credit courses** (e.g. Ryerson's part time programs offered through the Chang School, or UBC's downtown campus programs) become sources of significant revenue for their Universities.

### **Conclusions:**

While support was expressed for St Michael's Continuing Education to re-enter the Catholic community (education, health, social services and lay

ministry) there appeared to be **no strong demand** and **no urgent need** for St. Michael's to assume its former **broad** role as a provider of continuing education. Many new partners now play an important role in providing professional development for educators.

That said, however, there was general agreement among those consulted that **additional workshops, seminars, symposia and courses that specifically address Catholic teachings and perspectives are needed and that a Catholic University sponsor for such education would be a welcome addition to the professional development of Catholics.** (educators, social workers, health care professionals and others)

**Should St. Michael's opt to re-enter the professional development arena in a formal way, the University may choose to seek accreditation as a "provider" from the College of Teachers.**

### **Recommendations:**

- 1) Given the ongoing strong interest in corporate social responsibility and the established reputation of USMC as a leader in ethics and ecology, we recommend that USMC continue to offer its Certificate program in CSR/Sustainability.
- 2) There continues to be interest in a Certificate designed for those in positions of Leadership in Catholic Health, Education and/or Social Services. USMC could re-invigorate a Continuing Education Division by re-introducing a Catholic Leadership Certificate.
- 3) With two strong Certificate offerings as bookends or "anchors" a limited number of occasional courses, workshops or seminars of general interest to alumni and others could be offered on a direct cost recovery basis.

Should the University agree that Continuing education remains vital to its engagement with alumni and with the broader Catholic community, we would respectfully suggest that:

- 1) A Director be appointed to assume the task of formulating a long term strategy for a Division of Continuing Education. This role would include ongoing assessment of the needs of the Catholic community, ongoing collaboration with Catholic educators and external program partners, and ongoing collaboration with other divisions and individuals within USMC.
- 2) Resources (including at least one full time administrative staff person) be provided to oversee the day to day operations of the Division

- 3) That USMC through its Continuing Education Division convene a forum within which Catholic partners could exchange information and introduce new ideas. Such a forum could be either virtual (e.g. a website) and/or “real” (e.g. an annual conference)
- 4) That the commitment to Continuing Education programming include both dedicated teaching/learning **space** and sustainable **funding** and that this commitment be for at least three (preferably five) years to be followed by a review to gauge its effectiveness.

**Respectfully submitted,**  
***John Kostoff and Mimi Marrocco***

John Kostoff was the former Director of Education of Dufferin Peel that had a continuing education department that had over 50,000 participants on a yearly basis. Mr. Kostoff has been involved for 40 years in Catholic Education, as well has taught at the university level. He has published two books on education, with a third book coming out this spring. He is a regular educational columnist with the Catholic Register. Mr. Kostoff has conducted a number of program reviews over the year for a number of departments and institutions. Currently, Mr. Kostoff is the Executive Director for the Superintendents and Directors of Catholic Education. (OCSEA)

Dr. M.J. (Mimi) Marrocco is a graduate of the University of St. Michael's College (1969) and in 1986 was appointed to the position of founding Director of Continuing Education at St. Michael's. She retired as Director in 2012 to establish a consultancy (*Sense & Sustainability*) specializing in values based leadership and Corporate Social Responsibility. She has been a member of the Board of Directors of a number of not for profit agencies including the Catholic Children's Aid Society, the Society of Sharing, the Catholic Health Corporation of Ontario and the Centre for Ethics and Corporate Policy. She has also served on teams engaged in reviews of Agencies supported by Catholic Charities for the Archdiocese of Toronto.