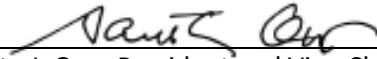


<b>SUBJECT</b>	<b>NEW DIRECTIONS IN CONTINUING EDUCATION</b>
<b>MEETING DATE</b>	<b>APRIL 13, 2017</b>

Forwarded to the Board of Governors on the Recommendation of the President

**APPROVED FOR  
SUBMISSION**



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Santa J. Ono, President and Vice-Chancellor

**For Information**

<b>Report Date</b>	March 13, 2017
<b>Presented By</b>	Angela Redish, Provost & Vice-President Academic <i>pro tem</i> Hugh Brock, Associate Provost Academic Innovation

**EXECUTIVE SUMMARY**

Career and Personal Education (CPE) is one of the six pillars of Flexible Learning, the UBC strategy developed in response to the multiple external forces shaping higher education in the 21<sup>st</sup> century. Amidst many far-reaching changes impacting universities, there is growing government, industry and society demand for quality career-directed and continuing education that is relevant, modular and flexible. UBC has a long tradition of supporting lifelong learning both in the Faculties and in Continuing Studies. In the face of increasing demand for continuing education, UBC is committed to expanding its capacity to serve non-traditional students on both campuses with a focus on areas of University excellence. CPE can and must be positioned as integral to UBC’s success. As a public institution, UBC has a mandate to be responsive to learner needs, to expand accessibility and to foster community engagement, and CPE is a significant contributor in each of these commitments. CPE supports the University’s symbiotic relationship with industry and government, both of which are critical in a world that requires investment in education and external matching of funds for research. CPE offers scope for reputation building and strategic reinvestment in UBC areas of excellence. Importantly, CPE will also serve as an incubator for innovation in pedagogy, learning delivery, support systems and student services, and this experience is likely in time to yield broader benefit across the University.

CPE is primarily a regional business, and 200,000 of the University’s 300,000 alumni reside in the Lower Mainland. Professional development and personal growth are two of four primary motivations cited by alumni for greater engagement with UBC. CPE is a prominent focus at most leading institutions in the US, and UBC is facing assertive regional competition predicated on immediate application and community engagement (BCIT, Royal Roads, SFU). However CPE has not to date been viewed as integral to UBC’s academic excellence. The University has limited penetration in CPE markets, and activity is currently fragmented across UBC Faculties and Continuing Studies. CPE learners have different requirements in view of their focus on skills acquisition and cohort interaction, as well as their need for accessibility and efficiency of learning. Market agility and sustainable economics are imperative as these programs are not government funded. The distributed nature of CPE across both campuses at UBC makes it difficult to ensure coherent offerings and integrate capability across both campuses.