The higher education sector is ever-evolving but recent disruptions (e.g., the COVID-19 pandemic) and emerging trends in teaching and learning presented a particular opportunity to assess the future of

programs, as well as existing ones, and to ensure that these are planned for 12-month completion times whenever possible.

: In the long term, the University can better support credentialed academic activities for non-traditional students, and work to provide a stronger University-wide framework for experiential

future McGill Experience. Finally, academic planning
as we embark on exciting third-century projects.

- ensuring that educational and scholarly activities embody principles of equity, diversity, and inclusion, as well as promoting access to and active participation in education programs.
- committing to broad participation of the University community in planning and implementation; ensuring continued collaboration with local and global university communities

- the work must be guided, wherever possible, by best practices, data, and relevant literature.

The Working Group originally organized its efforts around three principal themes: 1) trends in teaching and learning; 2) rethinking the academic calendar; and 3) innovation in academic programs. Over the course of a year of focused activity, and in consequence to input and feedback from University community members, this focus was further refined to 1) effective use of virtual platforms, blended and online course design and delivery, use of educational technologies and other tools, and innovation in pedagogical strategies to enhance teaching and the learning experience; 2) optimization of space, expertise, student time, and credit and non-credit offerings during the summer; and 3) opportunities in the longer term for enhanced experiential learning that is integral to degree programs and pursuit of new programs (both in terms of format and field of instruction) to speak to learner needs and expectation and address potential new learner populations.

In addition to the core members of the Working Group, about twenty[2] academic colleagues were identified by Deans from across the University to serve as Faculty Liaisons. Participation of the Liaisons was essential in helping to ensure that all Faculties were represented and that the Working Group consulted effectively with each. A list of Faculty Liaisons is included as Appendix B.

Alongside regular, biweekly meetings of the Working Group itself, Working Group members hosted two rounds of extended consultation and feedback sessions with a wide range of University stakeholders, including faculty members, academic support staff, graduate and undergraduate student leaders, and student advisors. The Working Group also sought input from Senate and other strategic university supporters. A list of consultation and feedback sessions is presented in Appendix C.

A dedicated website (mcgill.ca/newmad
upcoming opportunities for engagement, updates on work to date, and a bibliography of relevant literature and resources to which the community was invited to, and did, contribute. This bibliography is included here as Appendix D. The site also solicited direct input from community members via an email account (newmad@mcgill.ca).

Summer 2022 terms. Consultations were held with members of individual Faculties (usually led by, or jointly led with, Faculty Liaisons) and programs, as well as in sessions that included representation from across the University. For example, the Working Group met directly with Deans and other members of the Senior Administration, and the McGill Association of University Teachers (MAUT), and hosted

2

individuals takings sabbatical, or new faculty members joining as liaisons.

sessions of the Academic Leadership Forum (ALF) for Chairs and Directors, and Faculty Matters a series of gatherings open to all faculty.

A second round of

term recommendations of the Working Group.

preferences expressed by instructors revealed that there are many decisions and frameworks that need to be tailored to the needs of specific Faculties, and in some cases, of the specific programs within them. Second, there were several instances in which the importance of Faculty decision-making was explicitly stated by community members during consultations. Therefore, the proper and constructive implementation of any recommendations put forth by the Working Group requires buy-in from individual Faculties. And for many Faculties, this buy-in depends on an explicit recognition of the importance of Faculty autonomy and decision-making power.

In sum, the processes of innovation that we encourage and that our recommendations seek to facilitate rely on ideas and initiatives emerging from front-line teaching staff from different areas across the

	2-4* Non-Thesis Masters Programs should be designed as 12-month programs by default. Consider modifying existing Non-Thesis Masters programs in this manner, as appropriate and feasible	Dean of Graduate and Post-doctoral Studies and Associate Provost (Teaching and Academic Planning): timeline:Fall 2023
	2-5: A Working Group is established to support a cohesive vision and strategy for summer-offerings	Enrolment Services. Timeline: establish Working Group in the Fall 2023, with estimated 1-2 year mandate
	3-1: A working group evaluates the credentialed academic activities for non-traditional students	Office of the Provost and Executive Vice-President (Academic); Timelines TBD
	3-2: A working group establishes the scope and scale of opportunities to integrate experiential learning meaningfully into academic programs across the University	Office of the Provost and Executive Vice-President (Academic); Timelines TBD

3-

Any reduction of synchronous, classroom-based activities should be implemented to enhance the pedagogical structure and learning outcomes of a course. Replacement of in-class activities with online or independent activities should never be considered for reasons of convenience or mere preference.

Where an instructor wishes to offer some portion of the synchronous components of a course online, or where they propose to replace some previously synchronous class time with self-directed learning, approval should be sought per the recommendations below. It is noted that this is a high priority recommendation to be implemented immediately (before Fall 2023) to ensure Faculties have the necessary flexibility to adapt courses based on the University definitions. This recommendation falls under the authority of University governance structures.

, via the
This was

materials whenever possible, since making materials available to students who are unable to attend is a best practice, and students often review recorded lectures as part of their studying.

Teaching and Learning Services (TLS) reports to the Associate Provost (Teaching and Academic Planning). TLS is the key central University office with the responsibility to support instructors in the development of pedagogical competencies, including support in the design, development, implementation, and ongoing maintenance of all courses, regardless of the mode of delivery. In this regard it will be important that staff in TLS continue to provide individualized support to instructors. Given the need for local consideration of how blended/online courses may be developed, TLS may need to expand support to Faculties (and Departments/Units) as they develop local guidelines around blended and online courses.

The University may not have the full suite of general digital infrastructure in place, and Faculties may require specialized and general educational software to implement more blended or online teaching. Resources may need to be earmarked to avoid the digital equivalent of deferred maintenance. Instructors will need access to high quality audiovisual equipment to ensure the desired level of quality of both asynchronous and synchronous activities.

.

The design and delivery of academic programs is core to any university. However, what we define as an academic program is evolving. The location and structure of programs of study are changing rapidly, as is the status of credentials. For instance, two decades ago, the idea of micro-
was not a part of our thinking; nor did we imagine that a program might include courses offered both online and in person. Our student
only associated with continuing education units, they are now becoming integral to the student profiles of many universities. As a result, Faculties are rethinking their approach to teaching and learning, which includes considering new ways of scheduling programs by challenging the 9-to-5 norm, as well as different modes of delivery. Offering programs to the community or executives offsite is also becoming more commonplace. These shifts allow us to increase the diversity of our student base while also creating new avenues of revenue generation. Looking ahead, McGill will need to develop a strategy for where and how it wants to be present in this developing landscape.

As with modes of delivery, there is an opportunity to agree on common language and expectations with respect to a full range of for-credit and non-credit programs. A working lexicon is proposed as follows.

, that is, by the Subcommittee on Courses and Teaching Programs (SCTP), the Academic Policy Committee, and finally by Senate. Ideally such

definitions would be approved before the end of the Winter 2023 academic term, so that they can be in place for the 2023 2024 Academic Year. Therefore, this is both a high priority recommendation and it falls under University governance structures. This was completed in the Spring of 2023, culminating with a one-

5   9 6   7.

: The costs of program development and delivery vary based on whether the program is offered fully in person, fully online, or in a blended or hybrid format. Program modality is therefore considered foundational to new program development and must be ananderatiohether the program

The University has in place numerous Non-Thesis Masters Programs, most of which are designed to take 15 months or more. In these programs, students typically complete coursework for their degree during the Fall and Winter terms of the first year, and their internship, placement, or research project in the Fall term of the second year. However, it is becoming more common at McGill, as well as at other universities, to design Non-Thesis Masters programs that are intended to be completed over a 12-month period, which has the following advantages:

- Greater access for some students, since the program can be completed in one year
- Increased efficiency of University space if the Summer term is included in program design
- For some faculty, additional time to supervise or oversee research projects in the summer months when the pace of other activities may be reduced

After consultation and discussion among stakeholders, the Working Group recognized that there is value to considering that new Non-Thesis Masters programs should be designed to be completed over a 12-month period as the default timeline. This does not mean that all such programs must be designed in this format, but rather that the 12-month timeframe should be a starting point. It is also recognized that potentially overburdening staff, faculty, and/or students during the Summer term would not be ideal, so flexibility will be necessary. For example, 12-month programs should provide flexibility for students who need extra time to complete program requirements.

This work can be undertaken jointly by the Office of the Associate Provost (Teaching and Academic Planning) and the Faculty of Graduate and Postdoctoral Studies. Communication with Faculties about this process will be important. This is a high priority item to be implemented during the Fall 2023 term.

The Working Group heard from stakeholders that there is currently limited interest at the University in significantly altering its two-semester
remain largely bound within the September to May timeframe. The consultations (and the Working
did reveal an opportunity for McGill to increase some of its summer offerings, provided attention is paid to the following concerns:

- Many faculty members use the summer for research activities and would therefore be unavailable for additional teaching; or the general timing and sequencing of teaching and research activities would need to be altered if there was more teaching in the summer.
- Vacation time is taken during the summer months, which means fewer staff and instructors would be available to support increased summer programming.

- Student support services (e.g., advising) and Teaching Assistantships may be lacking in the

we can grow and develop such learning opportunities with local and national/international partners so that all students can benefit from relevant experiential learning opportunities.

Finally, as we step into the second quarter of the twenty-
century of excellence, the Working Group

. There are significant infrastructure projects on the horizon, and careful academic planning related to these projects is necessary, and must build on best practices in teaching and learning, as well as what we have learned (and continue to learn) about new modes of course and program delivery. There may be efficiencies to gain, for example, in classroom design, scheduling, or the use of our campuses beyond traditional approaches. This is partially within the mandate of the Associate Provost (Teaching and Academic Planning) but will require a high degree of coordination and collaboration with many stakeholders.

While McGill has set a standard for excellence for centuries, it is important that we remain open to adaptation by continuously reflecting on what it can and should mean to pursue an education at McGill.