

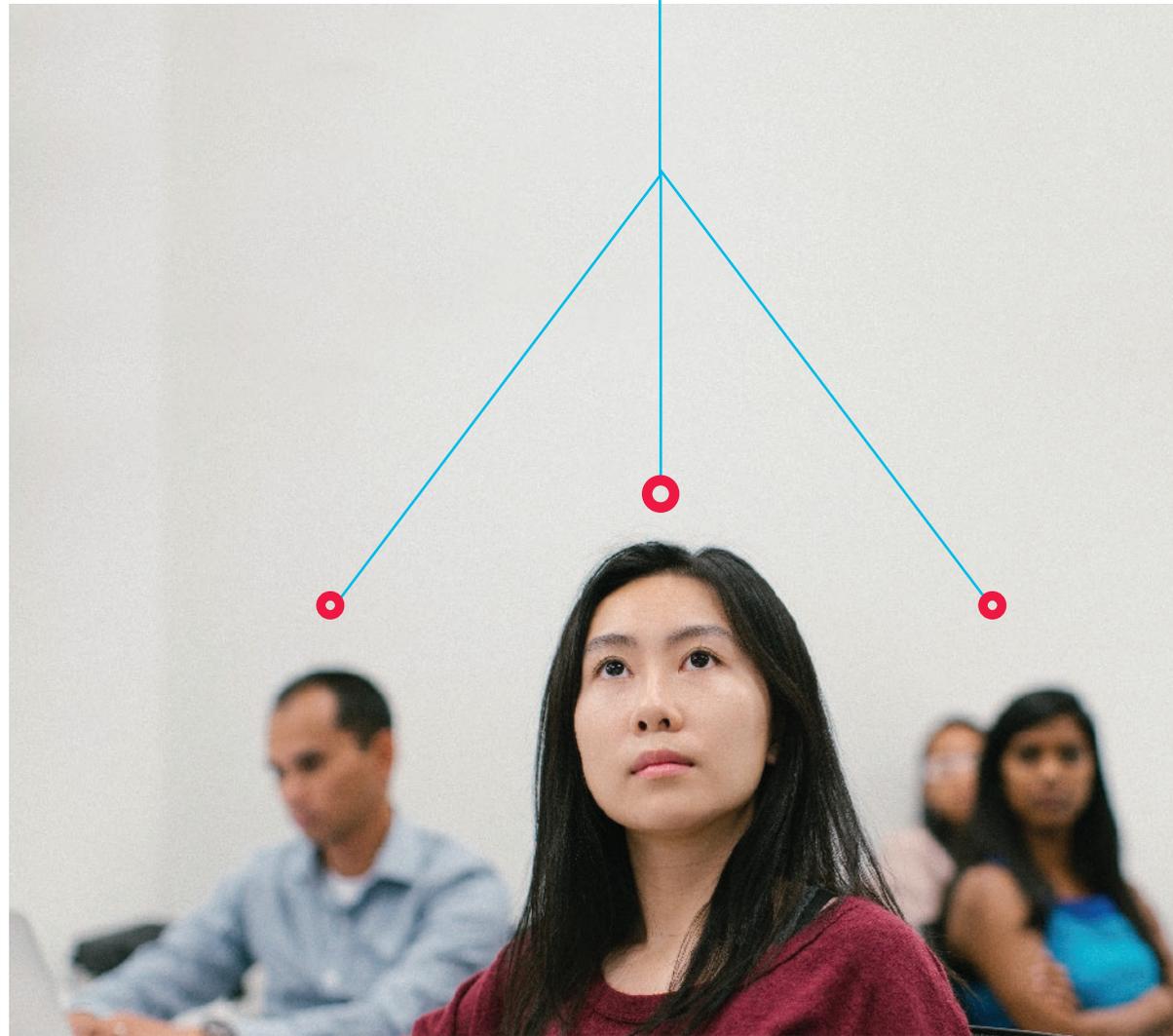


2018-19 DEAN'S
REPORT

Education that Serves Society



GEORGETOWN UNIVERSITY
School of Continuing Studies



2018-19 DEAN'S
REPORT

Education that Serves Society

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This year, we have received invitations to engage with our world in unique and inspiring ways.

As we look across our broad and diverse portfolio of degree and non-degree programs—of professional and liberal studies degrees, certificate, custom, summer, international, and English language education—we reflect on our place and purpose in our contemporary world. This reflection recalls the charge of the Jesuit Order which animates the culture of Georgetown. As contemplatives in action, the Jesuits have sought to engage with the events of the day since their founding in the 16th century. This desire informed the Order's specialization in education, which at its best empowers students to serve the worthy cause of justice.

Loyalty to our University's tradition of Jesuit education requires of us a commitment to engaging our academic programs in service to broader social and economic needs. By looking through a strategic lens, we focus our collective energies on our strengths and decide where we can make the greatest impact. Our identity as a Jesuit institution in combination with data-driven, strategic analysis informs our response to society's invitation to innovate and improve.

As you will read in the following pages, we are growing economies with English language education, preparing ethical leaders to make a difference in their industries, addressing the needs of a new wave of students, and empowering high-achieving high schoolers to answer their own invitations for a brighter future. Through these important initiatives, we are providing an education that truly serves society.

A handwritten signature in black ink, appearing to read 'Kelly J. Otter'.

Kelly J. Otter, PhD
DEAN
SCHOOL OF CONTINUING STUDIES
GEORGETOWN UNIVERSITY



SHAKIRAH HILL

**STUDENT, MASTER'S IN PUBLIC RELATIONS
& CORPORATE COMMUNICATIONS**

“

One of the greatest benefits of my Georgetown experience is the

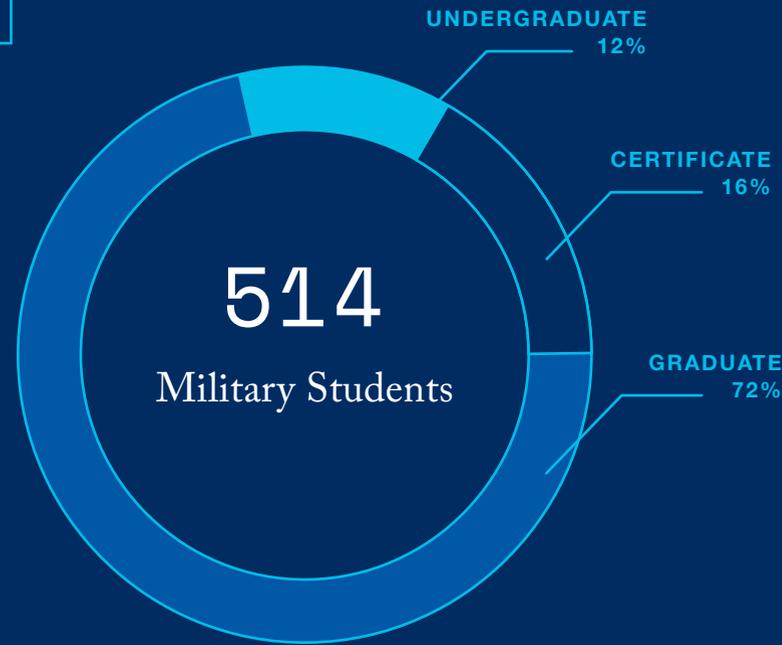
network of
brilliant and
remarkable
individuals

I learned alongside, and who are now leading across the world.”

SCS by the Numbers

10,654 STUDENTS SERVED PER YEAR

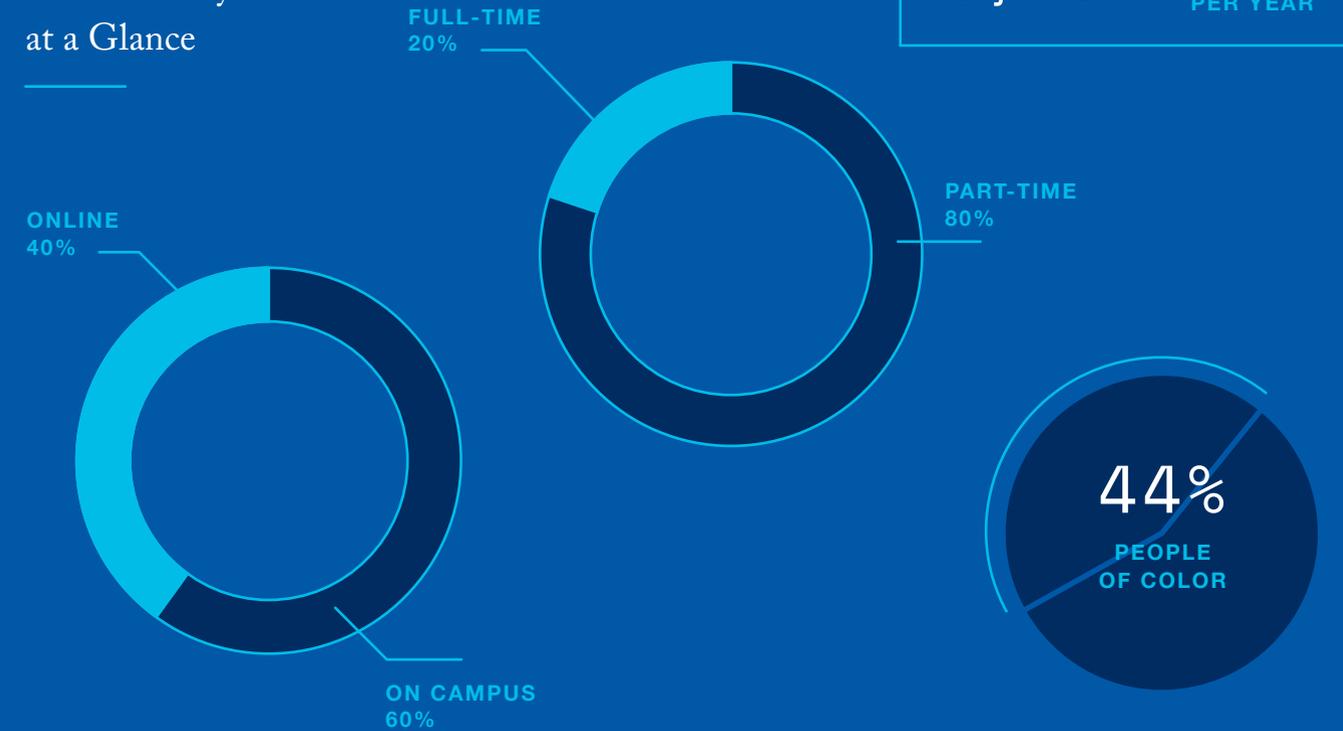
13-89 AGE RANGE



1,058 Faculty, with Titles Including:

- Vice President of Strategy
- Public Policy Counsel
- Senior Editor
- Chief Information Security Officer
- Head of Live Sports Programming
- Vice President of External Affairs
- Director of News Operations
- Assistant Dean for Student Involvement & Leadership
- Executive Resources Manager
- CEO/Managing Director
- Vice President and Director for Safety and Security
- Chief Technologist
- Visual Communications Expert
- Chief Scientist
- Human Capital Consultant
- Executive Leadership Coach and Facilitator
- Chief Speechwriter
- Ethics & Compliance Director
- Client Executive & Managing Director
- Senior Director of Operations
- Chief Brand Officer
- Senior Middle East/Terrorism Analyst
- Senior Spatial Analyst

Degree Program Student Body at a Glance



Professional Experience

Average Years of Work Experience

6

MASTER OF PROFESSIONAL STUDIES

9

BACHELOR OF ARTS IN LIBERAL STUDIES

13

GRADUATE LIBERAL STUDIES

13

EXECUTIVE MASTER OF PROFESSIONAL STUDIES

Non-Degree Program Enrollments

2,881

CERTIFICATE, CORPORATE, AND CUSTOM EDUCATION PROGRAM STUDENTS

578

ENGLISH LANGUAGE EDUCATION STUDENTS

HIGH SCHOOL
65%

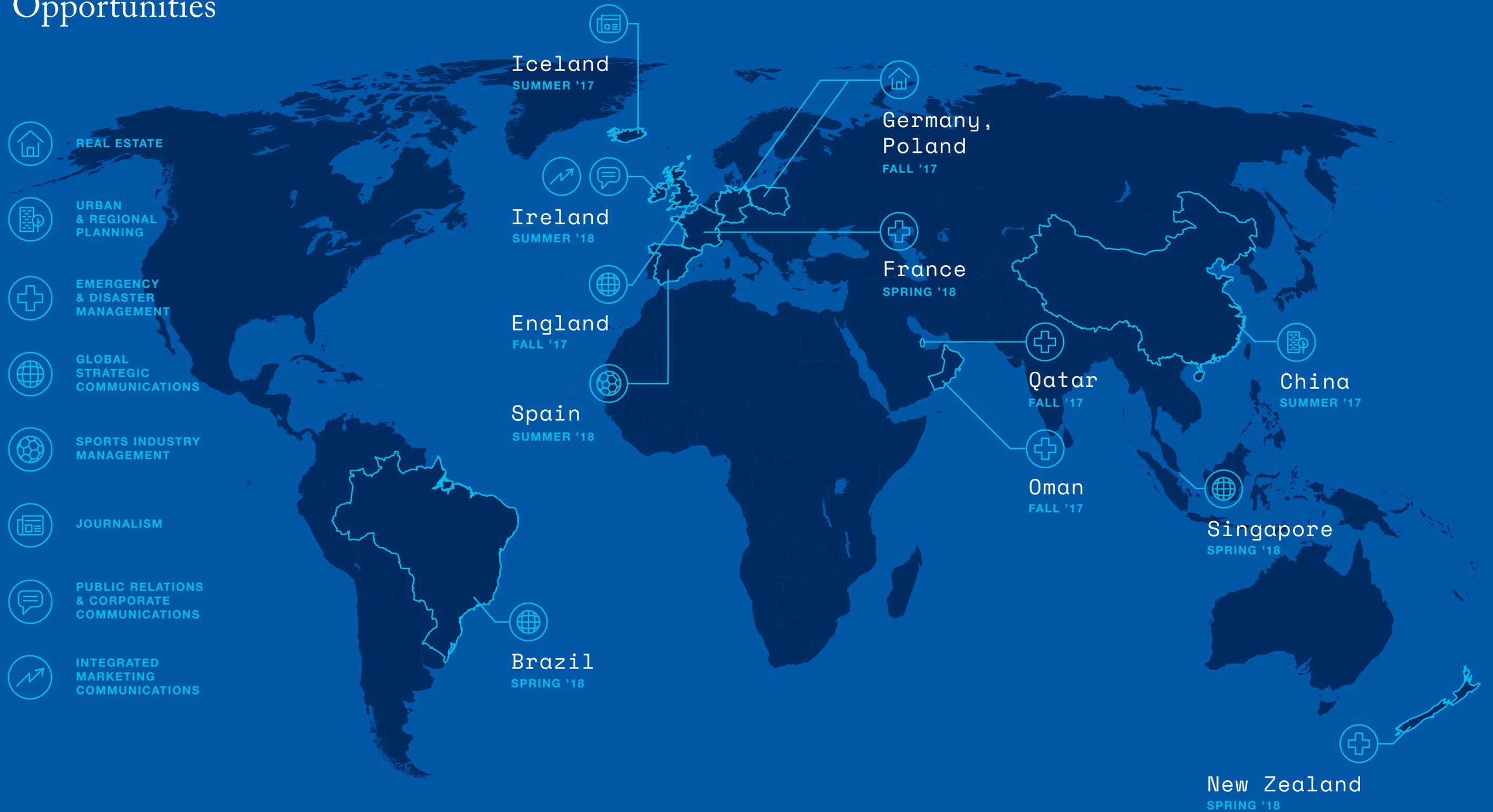
GRADUATE
9%

UNDERGRADUATE
26%

3,940

Summer Students

International Study Opportunities





7,356
Alumni

1,944

MASTER OF
ARTS IN LIBERAL
STUDIES

4,553

MASTER OF
PROFESSIONAL
STUDIES

629

BACHELOR OF
ARTS IN LIBERAL
STUDIES

171

EXECUTIVE MASTER
OF PROFESSIONAL
STUDIES

59

DOCTOR OF
LIBERAL STUDIES

E D U

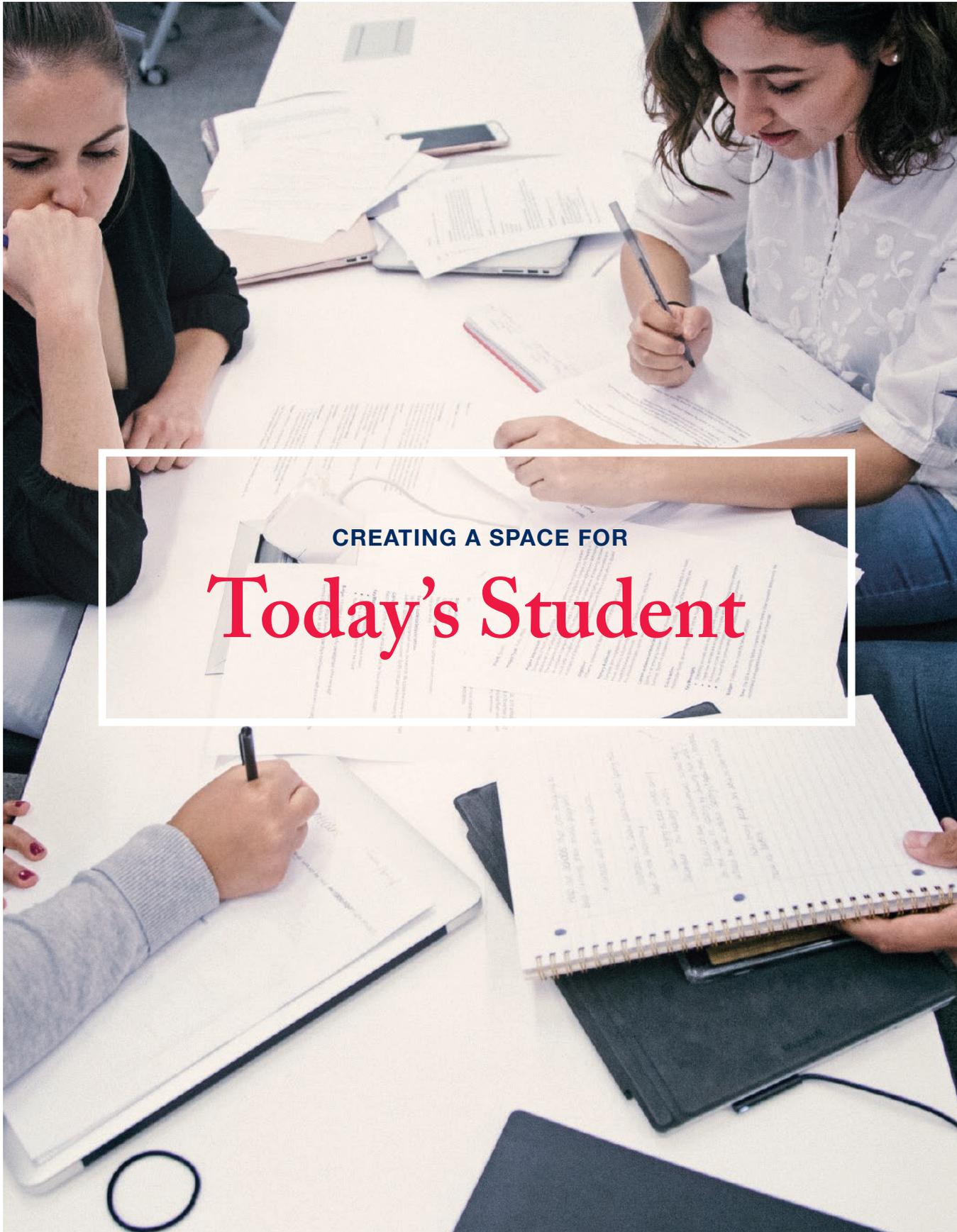
C A T

I O N



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Society





CREATING A SPACE FOR

Today's Student

There is a new normal in higher education.

The population of learners historically referred to as “nontraditional” now makes up nearly 75 percent of the student population, and with work, family, and other obligations, these learners are changing how institutions of higher education think about student needs.¹

“When I started school, I thought, ‘I’m finally going to finish something I should have finished more than 20 years ago,’” says Gina Macklin, a student in Georgetown’s Bachelor of Arts in Liberal Studies program. “And I thought that would be it. I hated school—it’s why I never finished it.” Now, Macklin is close to finishing her bachelor’s, and she says she’s already looking ahead to pursuing a graduate degree.

The National Center for Education Statistics (NCES) defines a “nontraditional” student as meeting one of seven characteristics: delayed enrollment into postsecondary education; enrolled part-time; working full-time; financially independent for financial aid purposes; has dependents other than a spouse; is a single parent; or does not have a high school diploma.

“I hear all the time, ‘It took me 10 years to submit this application,’” Trey Sullivan, assistant dean of Georgetown’s Liberal Studies programs, explains. “There’s anxiety around going back to school. There’s a real issue of perception that nontraditional students are the ‘other,’ when in reality, that’s just not the case.”

These anxieties are often reflected among military-connected students, one subset of students who may delay enrollment, and who are returning to the classroom in droves. The most recent data from 2015 show that more than 790,000 students used Post-9/11 GI Bill educational benefits in that year—a usage rate of about 30 percent of the Post-9/11 population defined by the American Community Survey. Of this population, more than half were enrolled in undergraduate programs.² These statistics reflect the trends in SCS’s Bachelor of Arts in Liberal Studies program, in which 57 military-connected students make up almost 40 percent of total students enrolled in the 2017–18 academic year.

“The biggest challenge for military students is that they sometimes sell themselves short,” explains LeNaya Hezel, director of Georgetown’s Veterans Office. “In reality, they bring with them valuable experience in diverse subject areas such as logistics, public affairs, management, and leadership. These experiences often translate to the classroom environment.”

According to EAB, “nontraditional” students leave school after their first year more than twice as often as “traditional” students. Georgetown combats that challenge by fostering an environment where students are supported holistically by their advisors, by their faculty, and by their peers. In this way, the University tends to this new wave of student needs by returning to its foundational values: Cura Personalis (“Care of the Person”) and Community in Diversity.

“SCS is my breathing space,” says Macklin, who recently participated in SCS’s first-ever spiritual retreat for students. “It challenges me, it pushes me, it stretches me, but it also embraces me and nurtures me. I get all of the things I need to be a well-rounded person because of this experience.”

¹ “Why Non-traditional Student Success is More Important Than Ever,” EAB, 2016.

² “Veterans Economic Communities Initiative (VECI) Pilot: 2016 Program Report and Highlights,” U.S. Department of Veterans Affairs, 2016.

Transforming Economies

THROUGH ENGLISH LANGUAGE EDUCATION



As the global language of business, trade, and diplomacy, English proficiency is integral to participation on the global stage.

According to the EF English Proficiency Index, high English proficiency scores prove to be indicators of national economic strength. Indeed, the highest scoring countries lead on the Logistics Performance Index and the Ease of Doing Business Index, and record Adjusted Net National Income Per Capita levels of more than seven times the countries in the “Very Low” performance band.¹ This reflects the ever-increasing interconnectedness of our shared world: the inextricable economic links born of international trade, global cultural exchange, and increased international mobility of people.

At Georgetown’s English Language Center, these trends are top of mind. “We’re taking a close look at how we may partner with governments across the world to meet their economic development goals,” says Marcel Bolintiam, director of the Center.

“We’re moving into a second wave of English language education in terms of how we see our role,” he explains. “Not only do we educate individual students who come to the U.S. to learn English—we help to strengthen economies across the world through customized English language education in short program formats for working professionals.”

In the 2017–18 academic year, the Center conducted customized English language training programs for the Republic of Panama and the Tokyo Metropolitan Government. Panamá Bilingüe—which translates to “Bilingual Panama”—is an initiative of President Juan Carlos Varela and the Panamanian Ministry of Education that seeks to enhance teachers’ English language proficiency. In a statement about the program, President Varela expressed the desire to train 10,000 teachers in English within five years.

Georgetown has worked with the Ministry of Education since January of 2015, and in that time has trained 170 teachers in eight-week intensive programs. The trainings start in Panama and once the teachers successfully complete that portion, they travel to Georgetown for an immersive experience. A hallmark of the program is the creation of an action plan for implementing what they have learned at Georgetown in their classrooms back in Panama.

“It’s key that their experience doesn’t end when they return to Panama,” says Suzanne Matula, Ph.D., academic coordinator of special programs within the English Language Center. “There is an expectation from their government—and their Georgetown faculty—that the teachers will share what they learn with their colleagues.” As evidence of this commitment, in 2017, Panama demonstrated significant gains in English proficiency, raising the nation out of the “Very Low” band entirely.²

This expectation matches that of the Tokyo Metropolitan Government, which sent municipal managers to Georgetown to improve their English and learn about U.S. public policy and civic initiatives. In their professional capacity, these students serve as senior staff members in the Metropolitan Government’s Office of the Governor for Policy Planning, the Tokyo 2020 Bureau of Olympic and Paralympic Games Preparation, and Bureau of Citizens and Cultural Affairs, among other prestigious departments.

“These individuals were here with us for four months—an extended period of time which allowed them to both improve their English and conduct research projects about public policy,” explains Matula. This experience was made possible through a collaboration with the McCourt School of Public Policy, through which the students attended lectures in addition to their English language study at the School of Continuing Studies. For their capstone project, the students conducted firsthand research into a public policy issue of interest to the Tokyo Metropolitan Government, including exciting topics like how to make Tokyo more accessible for tourists ahead of the 2020 Olympic Games and how best to introduce autonomous cars onto the streets of Tokyo.

“While students were studying, learning, and sharing with their U.S. counterparts, they also took advantage of an excellent opportunity to practice their English,” Matula explains. “They then returned home with practicable public policy solutions, improved English skills, and an informed global perspective—all goals of the English Language Center.”

¹ “English, Economics, and Trade,” Education First (EF) English Proficiency Index, 2017.

² Ibid.



Empowering

FIRST-GENERATION
COLLEGE STUDENTS

In Washington, summer is for more than just tourists.

Among the scores of enthusiastic visitors to the nation's capitol are 45 rising high school seniors from around the country who have been nominated to take part in Georgetown University's Summer College Immersion program. They are from the Cristo Rey and KIPP (Knowledge Is Power Program) school networks—both college preparatory initiatives designed to support students in under-resourced communities throughout the United States. Many are the first in their families to attend college.

During their three weeks on Georgetown's campus, the students' days consist of class sessions, field trips, group discussions, and hands-on workshops. They discuss the realities of the college experience—including financial aid, study habits, and campus resources—and attend lectures and labs about international relations and the basic sciences. Perhaps most importantly, the students have an opportunity to picture themselves on a college campus, where dorm rooms, roommates, and student-life events are as integral to the college experience as the academics.

"I've always known I wanted to go to college," says Amanda Abeja, a KIPP student from San Antonio, Texas, with an interest in international relations. "But talking about something and actually doing it are two different things. Being here, living in a dorm, being in school 24/7—that was definitely something to get used to."

According to the National Center for Education Statistics (NCES), first-generation college students are less than half as likely to attend highly or moderately selective four-year institutions compared to continuing-generation students. Instead, they opt for less selective two-year options at rates almost double that of their continuing-generation peers.¹ But through mission-driven programs like Georgetown's Summer College Immersion, students like Abeja are encouraged and prepared to apply for their "reach" schools.

In fact, 20 percent of students who participate in Georgetown's program return to campus as undergraduates. Others go on to attend competitive universities around the country, including Cornell, Emory, and UCLA. With them, they bring the confidence they found during the summer program—knowing they have spent time in a college setting away from the familiarity of their own neighborhoods, and having learned that there are people from all over the country with whom they have things in common. In turn, these students contribute to the mosaic of a college campus by sharing their unique life experiences and cultural heritage.

"One thing I'll take home from this program is about knowing your self-worth," says Alan Galarza Pliego, a Cristo Rey student from Minneapolis with an interest in political science. "We had some challenges in this program, but they served as good reminders for us: Other students may have resources that we don't have, but we deserve to be here as well."

And perhaps there's something more to be said about being in Washington, D.C., for the summer.

"There's just this energy," says Abeja. "I knew I was going to come to Georgetown, one of the best international relations programs in the country. I knew that this is the place where everything happens. Seeing the Washington Monument in person, instead of on your laptop—I don't know how to describe it."

¹"First-Generation and Continuing-Generation College Students: A Comparison of High School and Postsecondary Experiences," National Center for Education Statistics, 2017.



PREPARING TOMORROW'S
LEADERS TO

Make a Difference

There's a reason the ethics course comes first at SCS.

Of all of the offerings provided by Georgetown's Real Estate graduate program—which include focused studies in affordable housing and the impact of globalization on the real estate industry, as well as foundational courses in real estate finance, markets, accounting, and law—most students begin with a foundational course titled Ethics in Action.

“There is no separation of ethics from the business of real estate,” says Real Estate Faculty Director and Assistant Professor of the Practice Glenn Williamson, who teaches the course. “It is fundamental to everything we do.”

The class introduces topics such as confidentiality, marketing and disclosure, fiduciary responsibility, sustainability, and the conflicts of interest that must be managed among investors, lenders, project managers, brokers, and contractors. Students explore the challenges of corporate responsibility and how to ethically manage foreclosures during times of financial uncertainty. Inevitably, the conversation returns to one universal lesson: doing good is good business.

In the United States, public trust and confidence is in crisis. According to the Edelman Trust Barometer, an annual trust and credibility survey conducted by the global consultancy firm, 2018 marked the largest ever recorded drop in trust among the general American population.¹ With faith in government at historic lows, consumers are turning to the private sector to effect societal change. At Georgetown, Real Estate students bring to the classroom a wide range of personal and professional backgrounds, transforming the classroom into a laboratory where the free exchange of ideas sharpens student perspectives on doing business in a global context.

“We spend a lot of time talking about personal versus common good,” says Williamson, who spent a decade developing office properties in Central and Eastern Europe. “You are making long-term promises to a community—wherever you are. And when you do it right, it's a real joy.”

Like the Real Estate program, each degree program at the School of Continuing Studies begins with a foundational ethics course designed around the realities of that program's industry. The goal is to introduce a blend of traditional ethical frameworks and practical applications that students use to develop their personal code of professional conduct. From the professional communications students in the Journalism and Public Relations & Corporate Communications programs to those operating in the technology and intelligence landscapes, students reflect critically on their professions' codes of ethics and the nuanced challenges that will inevitably arise in their fields.

“It's one of the reasons people like to employ Georgetown graduates,” says Cindy Chance, Ph.D., senior associate dean. “They know that we have a tendency to take ethics seriously, and to have a perspective on how we should be operating in the world.”

Throughout their time in the program, which culminates in an extensive capstone project, Real Estate students revisit the concepts that are introduced in Ethics in Action. As they develop and test personal decision-making and problem-solving strategies, they also begin to build the professional reputations that will lead them out of the classroom and into a workforce anxious for trustworthy leaders.

“You are a change agent,” Williamson says. “You create the world in your own image, and it starts by being a good neighbor.”

¹“2018 Edelman Trust Barometer,” Edelman, 2018.

Academic Opportunities

Degree Programs

Arts & Humanities

Bachelor of Arts in Liberal Studies
Master of Arts in Liberal Studies
Doctor of Liberal Studies

Business & Management

Global Hospitality Leadership
Human Resources Management
Project Management
Sports Industry Management

Higher Education

Higher Education Administration

Marketing & Communications

Design Management & Communications
Global Strategic Communications
Integrated Marketing Communications
Journalism
Public Relations & Corporate Communications

Real Estate & Urban Planning

Real Estate
Urban & Regional Planning

Technology & Security

Applied Intelligence
Cybersecurity Risk Management (Fall 2019)
Emergency & Disaster Management
Systems Engineering Management
Technology Management

Non-Degree Programs & Professional Certificates

Summer & Special Programs

Georgetown Summer Sessions
Summer Programs for High School Students
Visiting Non-Degree Programs

English Language Education

American Conversational English
American Language & Culture
Certificate in Legal English
English Skills for Graduate Students
Evening & Weekend English
Intensive English Language Semester
Certificate in Professional English Studies

Custom Education

Custom and executive education programs for domestic and international clients

Business & Management

Business Administration
Business Law for Managers
Franchise Management
International Business Management
Multidisciplinary Business Studies
Project Management
Strategic Management

Education, Health, & Policy

Early Intervention
Education Policy & Program Evaluation
Health & Wellness Coaching
International Migration Studies
Teaching English as a Foreign Language

Executive Leadership

Facilitation
Leadership Coaching
Organizational Consulting & Change Leadership
Polarities & Paradox
Strategic Diversity & Inclusion Management
Transformational Leadership

Finance & Accounting

Budget & Finance
Corporate Finance
Financial Planning

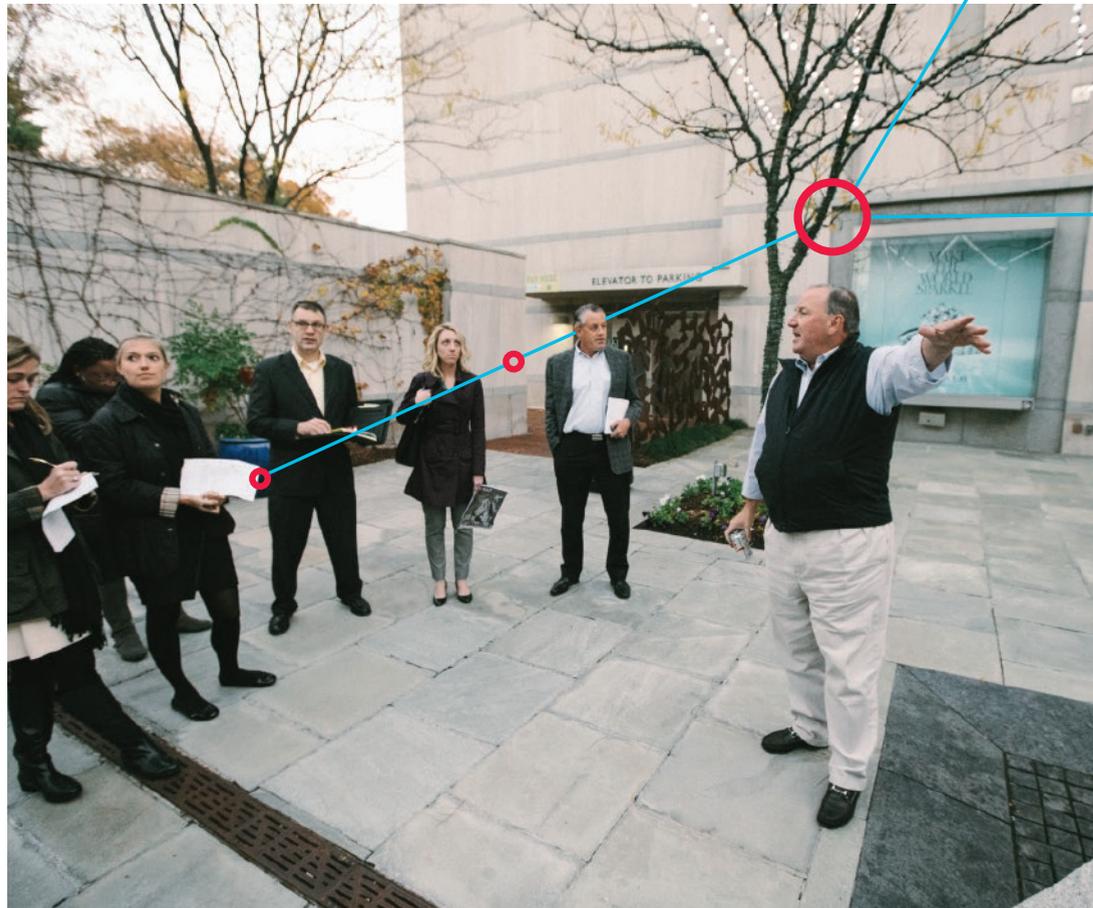
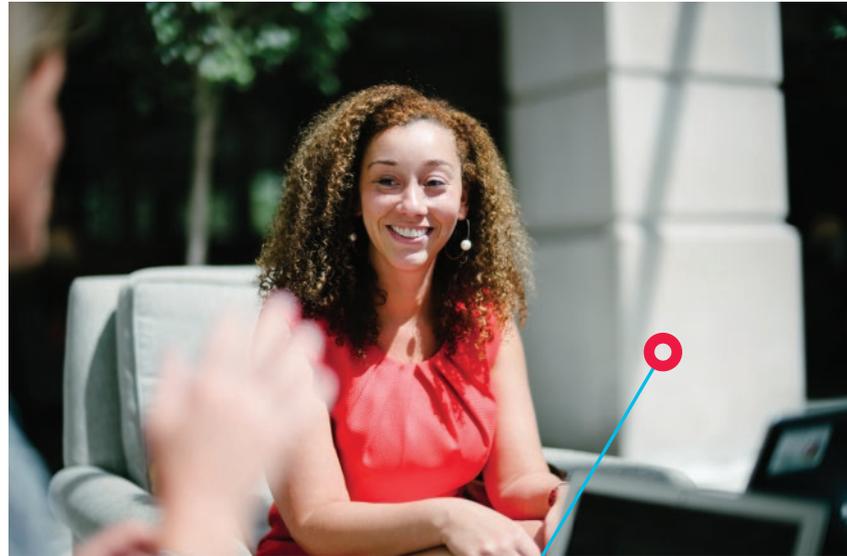
Marketing & Communications

Digital Marketing
Marketing
Social Impact Storytelling
Social Media Management

Technology & Security

Artificial Intelligence Management
Cybersecurity Risk Management (Fall 2019)
Cybersecurity Strategy
Data Science







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