

---

# Memorandum

---

**Deputy Provost (Student Life and Learning)**

James Administration Building, Room 621

845 Sherbrooke St. West

Tel: 514-398-3109 | Fax: 514-398-3576

**TO:** Senate

**FROM:** Olivier Dyens, Deputy-Provost (Student Life and Learning)  
Kathleen Massey, University Registrar and Executive Director, Enrolment Services

**SUBJECT:** McGill Strategic Enrolment Management Plan: Annual Report

**DATE:** March 19, 2014

**DOCUMENT #:** D13-53

**ACTION REQUIRED:**  INFORMATION  APPROVAL/DECISION

---

**ISSUE:** Report to Senate on the implementation of the McGill Strategic Enrolment Management (SEM) Plan.

---

**BACKGROUND & RATIONALE:** Senators endorsed the six strategic imperatives of the McGill SEM Plan at the March 23, 2011 Senate meeting. A request was made during that meeting to provide Senators with an update on the implementation of the SEM Plan. This report is provided to fulfill that request.

---

**MOTION OR RESOLUTION FOR APPROVAL:** N/A

---

**PRIOR CONSULTATION:** Enrolment management is a widely distributed function that calls on the hard work and dedication of offices and individuals across the University. The work summarized in this report reflects those efforts.

---

**NEXT STEPS:** Enrolment management is an ongoing process that must promote the University's mission, while adapting to changing local, national and international circumstances.

---

**APPENDICES:** Appendix A: Report on the Implementation of the McGill SEM Plan

---

## Report to Senate on the Implementation of McGill University's Strategic Enrolment Management Plan

March 2014

### BACKGROUND

In 2007, steps were taken by the University to advance strategic enrolment management (SEM) and to establish the foundation for creating a graduate and undergraduate strategic enrolment plan that would identify, address, and position McGill to its best advantage within emerging regional and international trends in post-secondary education. The SEM plan<sup>1</sup>, which was developed through extensive consultation across our campuses, articulates six strategic imperatives, endorsed by Senate in March 2011, which guide the University's enrolment planning.

*I. Research Intensity, Student and Academic Excellence<sup>2</sup>*

*II. Service to Community and Society*

*III. Engagement in the University Community*

*IV. International Stature*

*V. Diversity and Accessibility*

*VI. Financial Sustainability*

The recent, serious budget restrictions highlight the critical need to proactively integrate management of McGill's enrolment with financial planning, while remaining true to the University's academic mission.

#### **Broad Enrolment Goals**

McGill's enrolment goals are consistent with these strategic imperatives and include increasing the number, quality, and proportion of research graduate students and improving the time it takes for them to complete their degrees. Furthermore, the University aims to maintain or enhance the quality, retention and graduation rates of its undergraduates. It also seeks to enhance and increase its continuing studies partnerships and offerings.

### IMPLEMENTATION UPDATE

The following are examples of actions identified in the SEM plan that have been undertaken or expanded in the past year. While not exhaustive, the list illustrates the engagement of the McGill community on a variety of fronts to achieve the University's enrolment goals.

#### **Imperative I – Research Intensity, Student and Academic Excellence**

*McGill will align enrolment management strategies and activities with its focus on research intensity, on the quality of its students, and on academic distinction.*

#### **Goal I.1**

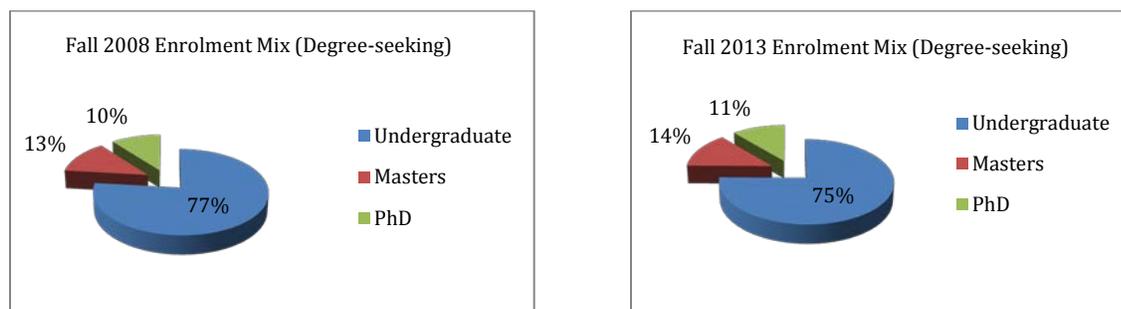
*McGill will increase the number and proportion of doctoral, research and professional master's students according to the metrics used by our peer universities, with the goal of maintaining the highest proportion of doctoral students in the country.*

<sup>1</sup> Strategic Enrolment Management Plan: 2011-2016 (Senate March 23, 2011, document D10-50: <http://www.mcgill.ca/senate/sites/mcgill.ca.senate/files/D10-50StrategicEnrolmentManagementPlan.pdf>)

<sup>2</sup> Throughout, indicate a quote from the SEM Plan.

1. Master's and doctoral graduate degree-seeking student enrolment increased by 2.0% and 2.8% respectively in comparison to 2012, and by 23.8% and 22.9% respectively since 2008.

The proportion of graduate degree-seeking students to all degree-seeking students increased by 2% between 2008 and 2013, from 23% to 25%, including a 1% increase in doctoral enrolment over that period. This reflects the outcome of deliberate actions to achieve the University's goal to enrol a greater proportion of graduate relative to undergraduate degree-seeking students.



### **Goal I.3**

*McGill will continue to enroll the best-prepared students for its undergraduate, graduate and professional programs, where best prepared is defined by academic standing and by other predictors of success in the discipline of choice.*

1. A coordinated undergraduate, graduate, and continuing studies recruitment plan was established in 2011 and is updated each year following pan-University collaboration.

### **Goal I.4:**

*McGill will increase the number and percentage of undergraduates directly engaged in research and scholarship.*

1. The Nexus project at Teaching and Learning Services (<http://www.mcgill.ca/tls/projects/nexus>) led to the development of a workshop series to help professors integrate research into coursework and, by the end of the year an online assessment toolkit will be implemented.

## **Imperative II – Service to Community and Society**

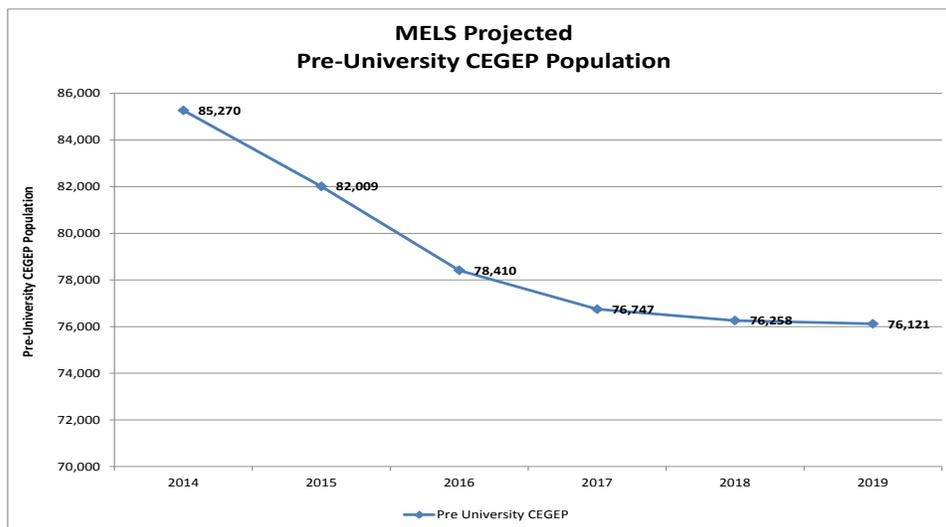
*McGill's undergraduate, graduate, professional and continuing education programs will serve and enhance the well-being of Quebec, Canada and the world.*

### **Goal II.1**

*Mindful of its unique position in Quebec, McGill will maintain its FTE share of Quebec's undergraduate university students at a minimum of 8.5%.*

1. The current market share of 8.57% is aligned with the goal. McGill continues to target all CEGEPs across Quebec in efforts to improve francophone students' knowledge about McGill's opportunities and services for them. The recruitment team is fluently bilingual and on-campus tours are available in French and English.

2. Although McGill's Quebec enrolment has increased each year, MELS is projecting a 12% drop in total Quebec pre-university CEGEP numbers beginning this year and until 2019 (see graph below - 85,270 to 76,121).



A gradual increase would then begin and continue until 2025, when the population is projected to be 87,596 or about the same number it is currently.

In anticipation of this decline, we are developing several new strategies that would focus on our Quebec population, both to ensure that our numbers do not drop and to maintain our 8.5% share of the Quebec market.

3. Nominations of Quebec high school students for the McGill High School Science Award continue to be encouraged from all high schools across Quebec, including French high schools. Efforts began in 2013 to have a senior McGill representative present at the high-school commencements to hand out the award in person.
4. McGill continues to ensure sustained and meaningful communications with CEGEP advisors through on-campus and in-school visits and through ongoing, routine communication to support applicants and explain policies and information. In 2013-14, additional CEGEP advisor McGill-run workshops have been introduced to provide support in helping CEGEP students prepare for university admission.

School of Continuing Studies (SCS) in service to community and society:

1. The School continues to expand its offerings, with a number of online courses now being offered in entrepreneurship and languages, as well as a variety of webinars, new professional development certificates and credit programs geared towards specific industries (aviation, CAPE Summer Program, GCPA).
2. Expanded services relating to career and transition placement, with a variety of workshops being organized this academic year, one-on-one advising available, as well as a speaker series focusing on successful alumni to take place in May-2014.
3. An orientation session for all first-time students has been re-introduced.
4. The School has increased its number of international recruitment visits, including fairs in Asia, Mexico and Turkey.

5. The School has also increased its participation in trade shows, conferences and industry events both locally and internationally.
6. It is working on a needs assessment with Human Resources and Organizational Development professionals in Montreal in key pre-selected industries.
7. Further, it has increased its focus on customized training opportunities both locally and internationally.

Finally, the School of Continuing Studies has enhanced its usage of digital platforms (social media, video) to increase awareness about McGill's offerings and enrolment.

### **Imperative III – Engagement in the University Community**

*McGill will foster and maintain a connected, supportive and dynamic relationship among its students, academic, administrative and support staff, and alumni.*

#### **Goal III.1**

*McGill will provide outstanding teaching, learning and service experiences as well as other opportunities for involvement.*

1. Teaching and Learning Services plans to create an online orientation resource for undergraduate and graduate students in collaboration with Student Services.

The Principal's Task Force on Student Life and Learning illuminated a number of weaknesses in our services to students. Chief among these were problems with academic advising and administrative services and information that was difficult to navigate. The Report of the Task Force noted that the "University is accountable for minimizing unnecessary obstacles to students in academic and administrative matters, for making relevant information available in a timely fashion, and for providing the guidance students need through the academic cycle" (2006, p. 3).

#### **Goal III.2**

*McGill will make academic information easily accessible and understandable and improve advising and mentoring.*

*Actions 6: Create an advising network – i.e., a community of practice – at McGill for the purposes of professional development and information-sharing.*

1. There now exists a Subcommittee on Undergraduate Student Advising (SUSA), chaired by the Associate Dean of Students, the Academic Advising Network and the network of advisors who have completed the Leadership Development Program (working to further training opportunities for academic advisors).
2. Advisors also have forums on CenterStage and Yammer and a dedicated Listserv.
3. The network of LDP graduates have committed to an annual academic advising training day (first one held in June 2013).

*Action 8c: Enhance the capacity of academic and administrative support staff to provide excellent advice and support to students as they achieve their academic and personal development goals by providing professional development courses or activities (advisor training and development).*

1. The advising stream of the LDP and other training initiatives have already taken place and currently exist.

*Action 13: Establish a mentorship program for new students involving senior students, faculty, and administrative and support staff as mentors to create a network of academic support.*

1. The Staff-Student Mentoring Program now exists. To date, the Program has had more than 145 mentors (faculty, senior administration and administrative staff including the Principal, V-P (Admin and Finance), Dean of Students, etc.).
2. It has recently been expanded to include graduate students as mentors (only one month old, already 40+ mentors with 20+ pairings). A total of 135 pairings since September 2013. There were 126 pairings in the last academic last year.

#### Additional action on advising

1. Specific enhancements include Ask an Advisor, additional online resources on the Advising website, assessment (Consultation Fair on Academic Advising, SEM Conference on Advising and the University's first survey of academic advisors and survey of students, additional NSSE questions on advising that McGill has requested), in-residence advising and dedicated advising for Aboriginal students, the development of the advising stream in the Leadership Development Program (LDP) and other training initiatives.
2. Pending projects include an early alert program for undergraduate students, increased support for peer advising programs, recognition award for academic advisors, enhanced pre-arrival academic advising, an advising checklist for undergraduate students and a McGill 101 video on academic advising.
3. Further, toolkits and technology will be developed to help students navigate services, including the Virtual Personal Assistant.
4. Increased and dedicated recruitment efforts for Aboriginal students are underway, including active Aboriginal outreach programs in secondary schools, CEGEPs, Aboriginal communities and at career fairs.
5. The Academic Advising and Mentoring Advisory Board (AAMAB) - The Board is currently conducting an exhaustive assessment of academic advising at McGill. They will provide a set of targeted recommendations about undergraduate academic advising to the Principal by the end of this academic year.

*Goal III.1g: McGill will provide outstanding teaching, learning and service experiences as well as other opportunities for involvement - Enhancing living and learning communities and faculty-in-residence programs to promote student engagement.*

1. Student Housing and Hospitality Services, a newly combined unit, continues to meet the first year guarantee of residence for new undergraduates.
2. Five Living Learning Communities are now offered and are housed in different halls, with a Living Learning Community devoted to Quebec Culture launching in Fall 2014.
3. Residence community service programs are part of the Co-Curricular Record pilot project, helping students to record their community service involvement at McGill.

#### **Imperative IV – International Stature**

*McGill will encourage an enrolment profile and a learning experience that aligns with its distinguished international stature.*

**Goal IV.1** *McGill will continue to enhance its international profile and reputation by enrolling outstanding international students.*

**International Exchange Programs:** The number of McGill students participating in international exchanges has increased by 17% since 2011. Improved technology has been introduced to reduce the runaround that students have experienced to obtain course equivalency approval prior to their exchange. The application for exchange has been improved and a new mobile application has been introduced to help students to prepare for international travel and study.

#### **Imperative V – Diversity and Accessibility**

*McGill will align its resources to enhance accessibility and to encourage the development of a diverse population of excellent students, academic, administrative and support staff.*

##### **Goal V.1**

*McGill will increase the diversity of the student body by enrolling and supporting more students from historically under-represented sectors.*

**AND**

##### **Goals V.2**

*McGill will ensure that financial need is not an enrolment barrier for qualified students.*

**1. Increasing investment in financial aid:** The University has put significant emphasis on increasing financial aid for McGill students in recent years and will continue to do so in future; \$96.3M was available to undergraduate and graduate students this year, a 68.1% increase compared to 10 years ago. McGill’s academic plan, ASAP 2012-2017, is clear about the University’s aspiration and builds on the commitment in the SEM Plan: “*Undergraduate financial assistance programs will ensure that a McGill education is accessible to students of talent and promise regardless of financial means.*” For many years, McGill has been reinvesting 30% of its net revenue from increased tuition to significantly enhance its financial aid program, resulting in the substantial increases in financial aid.

**2. Homework Zone, My Day at McGill, McGill/Gairdner High School Science Day:** These programs, funded by the Meighen Foundation, introduce McGill to local Montreal primary and high school students from underserved communities. Combined with tutoring, Homework Zone brings in McGill clubs/services and external organizations to perform workshops for the kids and mentors that emphasize creativity, self-confidence and lifelong learning and bring the young students to the McGill campus for a day of engaging activities (<https://publications.mcgill.ca/reporter/2014/02/in-the-zone-mentoring-program-builds-strong-ties-within-the-montreal-community/>). High school students, also from the Lester B. Pearson Board of Education, are invited to campus for a morning of Gairdner awarding-winning science lectures and an afternoon of hosted science workshops offered by professors in the Faculty of Science.

**3. The MasterCard Foundation Scholars Program:** Academically excellent students who would otherwise not have the financial means to attend university benefit from funding providing by the Foundation, allowing them to further their education. McGill is one of a select group of universities in North America, Africa and elsewhere to partner with the Foundation. The first class of MCF-supported

African students was registered at McGill in September 2013. The second entering class received offers of admission in early March 2014.

### **Ongoing engagement of the McGill community in achieving the goals of the Plan**

A third McGill SEM conference is scheduled for March 13, 2014, entitled *Toolkits for Student Engagement and Academic Success*. It follows two previous conferences in 2012 on student retention/graduation and academic advising/graduate supervision. Registration has increased over 35% as students, faculty and staff will convene to hear keynote speaker Dr. Jillian Kinzie, Associate Director for the Center for Postsecondary Research and the National Survey of Student Engagement (NSSE) Institute at Indiana University Bloomington, speak about how universities can enhance the quality of the student experience.

### **Conclusion and next phase**

Continuing implementation of the SEM plan will be further influenced by the challenges that budgetary restrictions have placed on McGill and by the creativity and vision of the McGill community. The focus will remain on attracting, retaining and graduating students who are academically outstanding when judged in comparison to the rest of the world, while also ensuring that the University remains committed to serving the needs of Quebec society effectively, through the education of its citizens.

The Plan will be reviewed and revised in the coming year, in full consultation with the McGill community. Questions that will be addressed in the next 12 months: What is the ideal student population mix? What is the ideal student enrolment size for McGill? What is the ideal proportion of graduate to undergraduate students? How will McGill educate more Quebec students?